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FORTY-FIRST

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT SOUTH BOSTON,

FOR THE YEAR ENDING SEPTEMBER 30, 1888.

BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1889.



FORTY-FIRST - 57th

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 11, 1888.

Hon. HENRY B. PEIRCE, *Secretary of State*.

DEAR SIR:—I have the honor to transmit to you a copy of the Forty-first Annual Report of this institution, for the use of His Excellency the Governor and of the Legislature.

Yours respectfully,

W. W. SWAN,
Secretary.

TRUSTEES FOR 1888-89.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
FREDERICK W. G. MAY.

Secretary.
W. W. SWAN.

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

JOHN F. ANDREW,	BOSTON.
ELIOT C. CLARKE,	BOSTON.
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JOHN CUMMINGS,	WOBURN.
J. S. DAMRELL,	BOSTON.
WILLIAM A. DUNN,	BOSTON.
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JOHN C. MILNE,	FALL RIVER.
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ERSKINE WARDEN,	WALTHAM.

State Board of Visitors, ex officio.
GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,
AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1888-89.

Superintendent.

WALTER E. FERNALD, M.D.

Steward.

MR. I. R. BARBOUR.

Matron.

MRS. I. R. BARBOUR.

Bookkeeper and Clerk.

MISS E. W. PETERSON.

Teachers.

MISS L. L. MOULTON.

MRS. S. E. SHAFFER.

MISS L. J. SANDERSON.

MISS L. E. McLEOD.

In Charge of Workshop.

MR. SYLVESTER SMITH.

Drill Master.

MR. F. W. KNIGHT.

Supervisor.

MRS. SYLVESTER SMITH.

In Charge of Howe Farm.

MR. R. M. MONTAGUE.

MEMBERS OF THE CORPORATION.

Nathan Allen, M.D., Lowell.
Fred'k L. Ames, North Easton.
Michael Anagnos, South Boston.
John F. Andrew, Boston.
Henry Barnard, Hartford, Conn.
Mrs. Margaret C. Bliss, Boston.
George Wm. Bond, Jamaica Plain.
Chas. P. Bowditch, Jamaica Plain.
Rev. Phillips Brooks, Boston.
Geo. C. S. Choate, M.D., N. Y. City.
Charles R. Codman, Boston.
E. S. Converse, Malden.
Elizabeth E. Coolidge, Boston.
Uriel Crocker, Boston.
Rev. Samuel B. Cruft, Boston.
John Cummings, Woburn.
Benj. Cushing, M.D., Dorchester.
Elbridge G. Cutler, M.D., Boston.
John S. Damrell, Boston.
Benjamin Dean, South Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Samuel Eliot, Boston.
Miss Ellen Emerson, Concord.
Edw. W. Emerson, M.D., Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Boston.
Mrs. Emily A. Fifield, Dorchester.
Samuel A. Green, M.D., Boston.
Rev. Edward E. Hale, Boston.
Rev. David G. Haskins, Cambridge.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Clement H. Hill, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Miss Abbey Hosmer, Concord.
Charles H. Joy, Boston.

Henry Lee, Boston.
Mrs. Clara T. Leonard, Springfield.
John Lowell, Chestnut Hill.
Fred. W. G. May, Dorchester.
Emily Metcalf, M.D., Waltham.
Isaac B. Mills, Boston.
John C. Milne, Fall River.
Rev. J. F. Moors, Greenfield.
Dr. J. Henry Robinson, South-
borough.
Rev. Andrew P. Peabody, Cam-
bridge.
Rev. Francis G. Peabody, Cam-
bridge.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Mrs. Henry Richards, Gardiner,
Me.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
George B. Shattuck, M.D., Boston.
George C. Shattuck, M.D., Boston.
Fred'k C. Shattuck, M.D., Boston.
Leverett Saltonstall, Newton.
Benj. F. Spinney, Lynn.
Henry Stone, Boston.
William W. Swan, Brookline.
Helen G. Swan, Brookline.
George G. Tarbell, M.D., Boston.
C. B. Tillinghast, Boston.
Albert Tolman, Worcester.
James M. Trotter, Hyde Park.
Henry Tuck, M.D., New York.
Mrs. Mary G. Ware, Lancaster.
Erskine Warden, Waltham.
Mrs. Elizabeth C. Warden, Wal-
tham.
John D. Washburn, Worcester.
Charles F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 11, 1888.

To the Corporation and the State Board of Education.

The Trustees have the honor to present the following report for the year ending Sept. 30, 1888.

The story of the year may be briefly told, although the events have been more important than any occurring since the legislation of 1848, which established the first public institution for feeble-minded in America. Our reports for several years past, as you know, have urged upon the attention of the Legislature the pressing need of further accommodations for the feeble-minded, and our belief that another location than South Boston would be more desirable. Last year an appropriation was made by the Legislature for the purchase of land, and we bought the estate in Waltham described in our last report. The Legislature of 1888, by a resolve passed near the end of its session, and approved by the Governor May 22, 1888, appropri-

ated the sum of two hundred thousand dollars for the erection of buildings for the feeble-minded upon the new estate at Waltham. This was not accomplished without great effort, but the various committees of the Legislature gave us many and patient hearings. They came to see our institution and the details of its management; they went to see the new estate at Waltham; they investigated the methods we had adopted in purchasing it; they carefully investigated the need of accommodation for larger numbers, taking into consideration not only the representations made in *our* reports for several years, but also the recommendations of the State Board of Charities; and the result of all their investigation was the following resolve:—

[Chap. 82.]

RESOLVE providing for the Erection of Buildings in the City of Waltham for the Use of the Massachusetts School for the Feeble-Minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding two hundred thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-Minded, for the purpose of erecting suitable buildings for the use of said school, to provide for not less than two hundred and fifty patients: *provided*, that a sum not exceeding fifty thousand dollars may be expended during the year eighteen hundred and eighty-eight, and seventy-five thousand dollars during the year eighteen hundred and eighty-nine, and seventy-five thousand dollars during the year eighteen hundred and ninety: *provided*, *further*, that no portion of the sums mentioned in this resolve shall be expended until plans for said buildings shall have been approved by the governor and council, and until the land recently purchased in the city of Waltham for the use of said school

shall have been conveyed to the Commonwealth by a good and sufficient deed, and free from all encumbrances. [*Approved. May 22, 1888.*]

The reasons for the provisos attached to the resolve were, first, that it was so late in the season that it would be impossible for us to prepare plans and do any great amount of building during the current year; therefore, it was better to have the appropriation available later. Plans for such buildings must be carefully studied — both in general outline, with a view to future symmetrical enlargement, and in detail, with a view to economical administration — before the beginning is made. And the second proviso was added in order that a State appropriation for a State institution should be under the control of the chief executive; and, lastly, since the institution had been, as it were, formally and completely adopted by the State, it was eminently proper that the title to the property should vest in the State.

Our Board has voted to convey the property to the State, and not only the property which had been purchased prior to the passage of the resolve, but also the additional property purchased by us *since* then, but which was not covered by the terms of the resolve. These votes were passed without a dissenting voice; and it is proper to state here that there are not and never have been differences of opinion among the individual members of this Board, based upon possible conflicting interests between State and corporation. From anything said or done in the meetings of our Board, it would be impossible to determine who were the Trustees on the part

of the State or who on the part of the corporation. The Board has always been a unit in its regard for the interests of the State and of the children.

Our institution, though nominally a private corporation, has in reality always been a State institution, as completely as any of the other public institutions. The State hospitals are corporations managed by boards of trustees. Our whole property is, or will be, when we shall have removed to Waltham, entirely the property of the State, with the exception of about thirty thousand dollars of private funds which have been given to the corporation by its personal friends and by those interested in its objects. Even these private funds are devoted to the interests of the State. Our pupils have always been designated by the Governor or the State Board of Education, except during the three years following the unfortunate legislation of 1883, repealed in 1886; an experiment in pauperizing children simply because they needed special education and training, as do the deaf, the dumb and the blind,—which experiment is not likely soon again to be tried.

We believe most firmly that it is for the advantage of the State and its wards to enlist the sympathy and interests of private citizens in behalf of this institution. We have faith to believe that our estate at Waltham, and its many beautiful building sites, will of itself attract gifts from wealthy people, who see the great advantage to be gained by having buildings for private pupils under the experienced management of this Board. It is not the poor alone

who need accommodation. We have great need of some private wards, like those in the Massachusetts General Hospital, in which we may properly care for private applicants, whom we have heretofore been obliged to refuse, for want of suitable room.

The Trustees had voted to purchase the adjoining property, known as the Bird estate, consisting of about eighteen acres of land, having a house and barn upon it, with the balance of the appropriation made by the Legislature in 1887. At the July meeting of the Board, after full discussion, it was voted that the old wooden L attached to the house on this estate be removed, and a larger, substantial L of stone be erected, in keeping with the rest of the house, large enough, in connection with the main house, to accommodate twenty to thirty boys, with the farmer's family, to constitute the permanent farm-house of the institution. This will be occupied by the quiet and industrious adult males, who will do actual work upon the farm and grounds. To this will be transferred the boys now at Dover, with a few of the large boys now at the institution in South Boston; and the labor of these boys will be utilized in digging drains, road-making, and the many forms of rough work which will be necessary in the preparation of the estate for the general uses of the institution. This work upon the farm-house has advanced very rapidly during the summer, and we hope that the building will soon be occupied. We shall then sell the estate at Dover.

At the July meeting of the Trustees, the architect and the Superintendent were directed to begin

at once the preparation of plans for the first building to be erected at Waltham, and it was determined that this should be one of the asylum group of buildings. The reports of the Superintendent for several years have shown the great necessity for providing for a larger number of custodial cases. The investigations of the State Board of Charities during the previous year developed the fact, already known to us, that there were large numbers of adult females scattered throughout the Commonwealth who should be in this or in some other institution.* In making its recommendations to the Legislature last year, the Board of State Charities "had in mind some provision now required to be made by the Legislature for the care and restraint of a large and increasing class of girls, arriving at womanhood and beyond the legal restraint and control of parents and guardians, yet weak in mind, unfortunate in their tendencies, leaving them an easy prey for the vicious when given their liberty; thus increasing the burdens of the community, and perpetuating degeneracy in a certain class of the population." The Board of Charities also called attention to the fact that the proportion of asylum cases to school cases had increased, and quite rapidly, within the last year. It should be added that this relatively large increase within *one* year was due to the unusual number of asylum cases suddenly transferred to us on one day by that Board. Increase

* See Ninth Annual Report of the State Board of Lunacy and Charity, pp. LXIV *et seq.*

in the relative number of asylum cases is a natural consequence of the policy which has steadily been held by this Board, and which tends to keep the numbers in the institution, and the consequent expense to the State, as small as possible. That policy was explicitly and fully stated in our report for the year ending Sept. 30, 1886. We do not pretend to keep our school cases beyond the years of school life. After we have trained them to the limit of their capabilities, they go home again to their families, or are transferred to the asylum department. The asylum cases, on the contrary, come to us because they are not capable of improvement, nor even of care at home, if they have one; and because they are an unbearable burden to their families, and a nuisance to the communities in which they live.

Still further it appeared, in the hearings before the legislative committees, that the sympathies of the Legislature, of the towns, and of the community in general, were enlisted in behalf of these defenceless adult females. We should, therefore, fail of our duty, if we did not, as the first step, make some provision for their care. After a full consideration of these and many other facts, and of the claims of the two classes for whom we must provide, it was decided that our first building should be simple but compact, to accommodate from sixty to one hundred custodial cases. As this must be occupied before the whole institution is removed to Waltham, it must be a building or group complete in itself,

with kitchen, laundry, etc. The plans for this are rapidly maturing, and we shall at once begin its erection, probably preparing for the foundations this fall, and commencing the superstructure early in the spring.

A contour plan of portions of our estate on which we propose to erect buildings has been prepared by Mr. F. M. Johnson, a civil engineer of Waltham, for use and reference by the architect. As soon as the plans of the first building are determined and the contracts made for its erection, we shall begin the plans for the remainder of the buildings, in order that the whole may go on as rapidly as possible, and that work may begin upon them next summer.

The course of the school during the year has been one of continued prosperity, under the care of Dr. Fernald. There has been no epidemic and no sickness of consequence through the year, and only such mortality as is ordinarily found among physically feeble persons. From his report it will be seen that the number present September 30, 195, has been the average number throughout the year. The sum total of current expenses is \$34,882.33, which, divided among the 195 inmates, shows a per capita weekly cost of \$3.44. Owing to the serious illness of the Treasurer, a complete financial statement cannot be given.

Attention was elsewhere called to the large annual cost (over four dollars) shown by last year's report. That was due to the fact to which we

have so often called attention; viz., the great expenditures made necessary by repairs to our old buildings. These were charged to the account of current expenses, as they properly should be, instead of being charged to "building account." Such a rate would frequently again be shown if we were to remain in South Boston. It should be stated, however, that in no year of the last ten, except 1887, has the cost been so high as four dollars, and that the average of the previous nine years was \$3.47.

The number of beneficiaries of other New England States remains practically as before,—seventeen now present, as against sixteen last year. The number of applications from other States does not appear to fall away, for we have now on file sixteen applications for such beneficiaries; but we do not conceive it to be our duty to admit them, while so many of the children of our own State are urgently pressing for admission. With the completion of our new buildings, however, we shall be able to receive them; and we shall urge forward our buildings with all the speed consistent with good work.

We fully realize the great responsibility placed upon us by the resolve of the last Legislature. An apparently large sum of money is to be expended, but a condition attached is that with this sum we must provide for two hundred and fifty persons,—a per capita cost for buildings far less than that of any set of buildings which has been erected for the State for many years. To accom-

plish this result will require the most careful study of plans and attention to details. We believe it can be done.

Respectfully submitted,

JOHN F. ANDREW,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
WILLIAM A. DUNN,
SAMUEL ELIOT,
SAMUEL HOAR,
JOHN C. MILNE,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,

Trustees.

REPORT OF THE SUPERINTENDENT.

To the Trustees of the Massachusetts School for the Feeble-Minded.

GENTLEMEN:—I hereby respectfully present the following report, for the year ending Sept. 30, 1888:—

	Males.	Females.	Totals.
Number of pupils present Sept. 30, 1887, . . .	109	84	193
Admitted during the year, . . .	23	15	38
Whole number present during the year, . . .	132	99	231
Discharged during the year, . . .	20	10	30
Died during the year, . . .	2	4	6
Number of pupils present Sept. 30, 1888, . . .	110	85	195
Average number present during the year, . . .	109	86	195
Private pupils now present, . . .	11	5	16
School beneficiaries of Massachusetts, . . .	44	38	82
Custodial cases supported by the State, . . .	12	12	24
Custodial cases supported by cities and towns, . . .	28	26	54
Beneficiaries of other New England States, . . .	12	5	17
Number at farm included above, . . .	21	—	21
Applicants for admission during the year, . . .	72	57	129

Of the 129 applicants, 23 were admitted, 19 declined as unsuitable cases, and 84 still await admission. A large proportion of the applicants were of the custodial class. There were 16 applications from other States.

Of the 30 discharges, 19 were taken home by their friends for various reasons, 5 were transferred to the Hospital Cottages at Baldwinsville by order of the State Board of Lunacy and Charity, 4 were removed to almshouses by order of overseers of poor, and 2 were discharged as not feeble-minded.

Of the 6 deaths, 4 were from tuberculosis, 1 from epilepsy, and 1 from membranous croup.

The current expenses for the year have amounted to \$34,882.33, or \$3.44 per week for each inmate. The accompanying analysis of expenditures shows the relative and absolute cost of the various items. Our buildings were so thoroughly repaired last year that a smaller outlay than usual has been necessary for that purpose during the present year.

The health of the children has been excellent, both at the school and farm.

Good progress has been made in all the departments of the institution throughout the year. The usual high standard of the schools has been maintained. Especial attention has been paid to the industrial training of our pupils. In the workshop, the boys have received an increased amount of systematic instruction in the simple mechanical trades, with very satisfactory results. The more capable boys have been kept usefully employed repairing shoes, painting, doing carpenter work, printing, making brooms, mats, etc. A good number of brooms and mats manufactured by our boys have been sold at a fair price. In the sewing-room all the sewing for the institution has been done largely by our pupils. Several of the girls have been taught to do excellent work on the sewing machines. A large number of the children have regular daily duties assigned to them in the kitchen, laundry, and other domestic departments.

Three children were not returned from vacation because their parents found them so useful at home.

One of them sent a pretty little letter in her own handwriting, saying that she was to stay at home to help her mother, and telling with evident pride that she had just finished a shirt for her little brother, "sewed all by myself on the sewing machine."

In our custodial department are 36 children who one year ago were exceedingly troublesome by reason of their filthy habits. To-day 13 of these children are habitually cleanly, 12 have been decidedly improved, and only 11 show no improvement in this respect. During the year 9 children of filthy habits have been admitted, 6 of whom have become cleanly, and the other 3 very much improved. These results are due to the constant watching and patient correction of the habits of the children by their attendants. In the training-room in this department, as far as possible, the exercises have been adapted to the wants and capabilities of the children. When it is understood that some of the children can hardly walk, and a majority of them do not talk, it becomes evident that the instruction aimed at must be exceedingly simple.

The farm at Dover has been very efficiently managed by Mr. Montague. Excellent crops have been raised, in spite of the backward and unfavorable season. Since the early part of the summer the school has been entirely and amply supplied with fresh vegetables and potatoes raised on our own farm. One or two large wagon-loads of produce have been sent in each week. Our larger boys have been provided with constant occupation in the care

of the stock and in the cultivation of these crops. On a recent visit to the farm I found every boy at work in the fields.

In view of the many applicants urgently seeking admission, it is fortunate that we are soon to have facilities for caring for a larger number. Especially do we need room for low-grade custodial cases and adult females. Of the 129 applications this year, 24, or over 18 per cent., were females of the child-bearing age, — the class of imbeciles that most need institution care and protection. Nearly all of this number have already caused trouble and anxiety to their friends, by reason of their inability to resist the evil designs of unprincipled men. Only 4 of these cases could be admitted. At the close of the year, out of a total of 85 females present, 53, or over 62 per cent., were of this class. In our present buildings we cannot care for a larger number of these cases; for, once admitted, they usually become permanent inmates of our institution.

Respectfully submitted,

WALTER E. FERNALD,

Superintendent.

ANALYSIS OF EXPENDITURES

AT

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR YEAR ENDING SEPT. 30, 1888.

Meat, 34,073 lbs.,	\$2,690 50
Fish, 4,513 lbs.,	316 47
Butter, 3,592 lbs.,	810 56
Rice and sago,	342 57
Flour and meal,	986 99
Vegetables,	793 33
Fruit,	264 49
Milk, 63,989 qts.,	3,240 85
Sugar, 8,690 lbs.,	628 84
Tea, 412 lbs.,	145 50
Coffee, 1,826 lbs.,	289 53
Groceries,	624 72
Gas,	536 04
Oil,	14 67
Coal,	2,284 50
Wood,	44 00
Provisions, ice, etc.,	246 87
Hardware and crockery,	317 01
Bedding and table linen,	484 53
Furniture,	284 08
Mending, thread, etc.,	140 43
Superintendence and instruction,	6,578 87
Domestic services,	7,096 30
Extra labor,	85 98
Expenses of quarterly meetings,	35 00
Car tickets, travel, etc.,	151 97
Laundry,	259 16
Shop,	282 25
Stationery,	80 72

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Postage,	\$94 37
Record books,	73 92
School materials, books, papers, etc.,	458 94
Tuning and repairing pianos,	25 50
Printing extra reports,	50 00
Medicine and medical supplies,	120 07
Water tax,	145 00
Insurance,	344 74
Ordinary construction and repairs,	949 01
Sundries, expresses, etc.,	167 49
Clothing expenses to be refunded,	885 56
Stable,	44 68
Farm teams,	421 50
Grain and hay for farm,	297 34
Stock,	535 50
Tools,	78 99
Fertilizer, seeds, vines, etc.,	132 99
	<hr/>
	\$34,882 33

APPENDIX A.

Reports of Teachers concerning Pupils requiring Peculiar Training.

The work of developing and instructing a feeble mind, of leading it from a narrow, almost darkened condition of existence to one of a broader, brighter life, is one in which the ordinary methods of teaching are practically useless. One child comes to the school who has eyes to see, yet not seeing. His powers of concentration and observation must be developed as a basis to work upon. Then comes one whose mind has been capable of being taught to read and spell by the usual methods applied to normal children, while these same methods of teaching other branches have wholly failed; and an application of a method that has been successful with one feeble mind is made, and that does not reach him. Another is tried, and still another, yet the empty niche in his brain is unfilled, and then comes the work of manufacturing something to fit into this niche.

To show of what importance pictures are in this work, and to what extent these minds are usually reached through the sense of sight, I will mention the case of James ———, who has shown marked progress in all his studies and has taken special interest in history. Of course, the complication of the many threads woven together to form important events in the history of the world, has been, and is, too great for his feeble brain to untangle or to remember. Still, he would often ask for a history story, yet never quite comprehended it unless told in the simplest form, and even then he did not always retain it. If a picture connected with the history talk were shown him, he very soon grasped the idea; so the plan of making an historical scrap-book from our many picture cuttings suggested itself.

Having done this, and putting the date 1492 under the head of the first picture, Christopher Columbus, the question was asked, "Who came to America in 1492?" He learned the old couplet, which served to fasten the same date in my mind in childhood,—

"In fourteen hundred and ninety-two,
Columbus crossed the ocean blue."

From this came the thought, Why not make rhymes and jingles to accompany each picture? Immediately historical rhymes were started, and, with their aid and that of the pictures to which they were attached, he has been led through the history of his country. I will give only one jingle, which especially pleased him:—

"England sent to Boston harbor
Three big shiploads of tea;
We wouldn't pay the taxes,
So upset it in the sea."

The plan proved a success, as James remembered the dates and events associated with the rhymes and pictures.

Perhaps I can cite no case of greater interest, as showing the method of teaching sight to one who has eyes to see, yet not seeing, than that of Lewis, an attractive, lovable little fellow. He could recognize and assort different colors when he came to the school, having learned them by being a short time at a kindergarten, but he was deficient in all other branches. He seemed very much interested, and learned to do easy sums in arithmetic by buttons and sticks, and learned many object lessons very quickly. I taught him many words by associating them with objects, which he seemed to comprehend. After learning a word, he could find it on any page of any book very quickly.

When he began reading from a book which contained pictures with each lesson, I noticed that he never seemed to see the object in the picture unless the object was a boy or girl; and even then he never seemed to be quite sure, always asking, "Is it a boy?" or, "Is it a girl?" But, if I pointed to a cow, he would look at it and ask, "Is it a tree?" or, if I pointed to a kitten, he would ask, "Is it a house?" or some other object having no connection with it. A picture of a flower would, to his distorted vision, resemble a boat, perhaps. Here was a dilemma, indeed; a child able to see letters, even very small ones, and find words in any book, yet not able to see pictures of the most common objects. He could seem to see the picture as something different from the words, but was not able to grasp it with his mental vision. Repeatedly cards were placed before him upon which

were colored pictures of familiar objects, and near to each of these cards another was placed, containing the printed name of the object; e. g., by the picture of the chair the word "chair." When asked for "chair," he would immediately hand me the word "chair;" and when asked to find the chair, he would show me a chair in the room, but never the picture of it. So with the word "table" and the object table, the word "piano" and the object piano. When I called for the word "boy" or "girl," he would always find the word, place it on the shoulder of a boy or girl, bring it back to the desk, and look over the pictures until he found one or the other, and ask, hesitatingly, "Is that it?" But, if I said, "Please give me the *picture* of the boy," he would take it up, look at it, and put it down; then take up the picture of a girl, look at it, and put it down; then take up the boy again, then the girl, looking first at one and then at the other, and ask, "Which is it?"

Pictures of every conceivable style were used, but always with the same result. Nothing seemed to be visible to him but the boy or girl. Once, on being shown a silhouette of a boy drawing a sled, he said, "I know who that is; that's Nelson," said Nelson being a negro in the school; but he had no idea of what Nelson was doing in the picture.

Then a trial was made with sliced object cards, but with the same results. The sliced cards were always put together so as to form the name of the object correctly, without any attempt to form the picture of the object; e. g., in forming the word "house," he would select an H belonging to church, O to house, U to fountain, S to statue, and E to bridge, and when asked what it was, he would say, "House." When I said that I saw no house, he would take my fingers and place them on the letters in order to spell the word, evidently not seeing the confused picture wrought by the cards of a church, house, fountain, statue and bridge. Even when the sliced object cards were arranged in the proper way, forming the picture of the house to correspond with the spelling of house, he would see no difference between his confused parts of pictures and the proper picture of a house, but he would see the word "house" in each case. In this manner he would form the words "house," "church," "statue," "boat," "coach," etc., but never form the *objects*.

So another trial must be made to teach him to use his eyes in the right way. The next thing brought into use was a board, in which were little holes forming the outline of a horse. I gave him pegs of different colors to fit into the holes. After doing this, he held up the board to look at it, but no horse was visible

to him. Twice every morning, and as often every afternoon, the same task was set for him. The patient, persistent little boy would put in a few pegs, hold it up and look at it from all points, put in a few more pegs and look again, and, when all was completed, see nothing but board and pegs. Just as the conclusion was reached that some new method must be devised for this child, he held up the board and pegs again, and asked, "Is that a horse?" Were not his patience and perseverance rewarded, for was he not *beginning* to see? Then came a lesson on the parts of a horse; the head must be found, the tail, the fore feet, etc. And now he seemed to see always the horse and his parts, while the pegs and board no longer occupied the first place in his vision. Little by little he could find pictures of big horses and little horses, black horses and white horses; then cats, dogs, cows, and all domestic animals, found a place in his consciousness, and lodged there.

We took imaginary trips. The picture of a car was in three parts. After a talk as to what made the car go, he found the wheels. And what was done when we got into the car? We looked around for seats, and sat down by the window; then he found the windows, and next came the top, to keep off the sun and rain; and so the car was learned.

The ringing of the church bell calls us to church. When we are there we must go up the steps, into the big door. Above the door are the long corridors; next, the roof, and above all the tall, pointed spire, from which the bell rang out; and thus a church was learned, and the other pictures in like manner.

Still, with the new pictures, it was a groping process, requiring many attempts and some help, and he never felt *quite* sure without comparing it with another picture of the object represented, and my assurance that he was right.

But, with the beauty of the green leaves and bright flowers of the springtime, came a greater beauty of mental vision to this little child. Long before the coming of the leaves and flowers, he had learned them all from the pictures of the Prang flower cards. Up to this time the different leaves and flowers were nearly alike to him: the red rose was like the bluebell, except in color; and the maple and willow leaves might be one and the same. Over and over the lesson of the leaves and flowers was told; and, when the grass was shooting upwards and the leaves budding forth, the pictures were laid aside, for there must be no more learning by comparison. He must learn now to see the different leaves and flowers by themselves. Soon he brought me an oak leaf from the yard, the same former hesitancy showing itself as he

asked, "What is it?" and when I told him that *he* must tell *me*, he said, very eagerly, "Where is the card — quick?" and, on being told that the cards had gone away for a year, he kept nervously repeating, "What is it?" "What is it?" and, when no help was given, he said, "Is it an *oak*?" "*Is it?*" I asked. He looked again and said, "Yes, it is *like* the oak picture;" and, as I said, "Yes, Lewis, it *is* the oak, and you are my very nice boy," he said, with such a tone of satisfaction, "There!" and seated himself, overcome with joy. The elms, the ash, the willows, the poplars, were all learned; but none seemed to give him the intense pleasure of the oak.

One day he came running in from recess, with face radiant and hands full of chickweed, saying, "I've found it, teacher!" "Found what?" "The little white chickweed," and he smiled merrily over it. Then the buttercups, clovers and daisies in time claimed his recognition, and the lesson of seeing was learned. Truly he had eyes that saw now.

L. J. S.

One afternoon, in the spring of 1885, a shy, sensitive little girl of eleven years, Ida by name, first came to us as a pupil. She took kindly to the new, strange faces about her, and a little homesick wave was soon dispelled by the wonder of her surroundings. She was easily diverted with play puzzles, though she did not put them together, nor did she even *try* long; that involved effort, and effort was no part of Ida's nature; but the bright colors and the curved, curious cuttings interested her much, and she would handle and turn them over again and again.

Ida proved to be indolent and untruthful, happiest when roaming among the children or resting on her elbows. She did not know the right hand from the left, could neither read nor write, had no ambition, and was inert in brain and disposition. When coaxed or urged to make little efforts, such as fitting puzzles and imitating forms, she would burst into a passion of tears, saying, "Can't do it." "Don't know how." "Too hard." Tears were a chronic weakness with Ida. Indeed, her whole progress from the start has been thoroughly wet down with floods of tears. Five or six minutes were lost at nearly every lesson the first year on account of this weakness, which was so inborn and genuine a thing that no joking, shaming, promises or deprivals could drive her out of it.

She was first taught to read by the use of thirteen words, in which were imbedded the entire alphabet. They were largely the names of common objects, and while she was engaged in chats about them she grew familiar with them, and was able, after many

trials, to put little letter-cards together so as to form their exact duplicates. She learned to write, beginning with the round *o*, then changing it into *a*, then into *d*, then *g*, then wrote the word *dog*, and so on till the thirteen words comprising the twenty-six letters were taught in script. When the letters to be made were not easily comprehended, dozens of them were made in pencil on the board and traced by Ida with chalk. In a few days she would make the letter which had cost her the usual tears without the pencilled copy. She was always pleasantly excited *after* a mental exertion, saying, "Got it now, ain't I?" But, with every new thing, she was strangely positive she never could succeed, and so was never ready to *begin*, — always a little weeping first.

After she had read her first book partly through, and was enabled to transcribe little printed stories into script, and when she began to see for herself the value of her own attempts, an ambitious spark was for the first time kindled, which led to a most surprising advance in intellect. The tears, not so violent, were a part of each progress still; but, under cover of them, she was at last *trying* to penetrate the little cloud of mystery around each forward step. After her first reading book she soon completed the second, read detached stories, and the histories, in words of one syllable, of the United States and England. She was especially fond of these, and would beg for stories about our presidents, every one of whom she can name, and relate some little incident or anecdote concerning each. New thoughts were illustrated to her by means of the sand-table, which was simply invaluable in picturing mountains, islands, rivers, forts, sieges, with little colored sticks for men, etc. Ida can trace a fair map of Massachusetts in the wet sand. She can also read and write numbers in dollars and cents; add, subtract, multiply and divide; count money and make change up to five dollars; tell time accurately on the clock and watch; and compose little home letters. She possesses considerable knowledge in physiology, some general ideas of grammar and geography; will commit a poem of twenty lines, unaided, in a few days; sews very neatly, and runs a sewing machine; can easily be taught domestic and industrial work; and she promises well to become a fairly intelligent work-woman.

The inspiration of music and the gymnasium work cannot be over-estimated in the stimulus they have afforded her dormant faculties.

It is still an effort for Ida to conquer difficulties; but constant discipline has made her so much more brave and self-reliant, that her capabilities have been greatly enlarged, and she has grown womanly, self-helpful and companionable.

L. L. M.

APPENDIX B.

Commonwealth of Massachusetts.

1886.

[Acts, chap. 298.]

AN ACT concerning the Massachusetts School for the Feeble-Minded.

Be it enacted, etc., as follows:

SECTION 1. The Massachusetts School for the Feeble-Minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge pupils at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the

governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion receive, maintain and educate, except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-Minded for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-Minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for the commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-Minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded person themselves, if of sufficient ability to pay the same, or of any person or kindred

* Repealed, Chap. 123, Acts of 1887.

bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged, and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-Minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-Minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution, and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-Minded any inmate whose condition would be benefited by such transfer, upon the certificate of a

physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-Minded by the Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[Acts, Chap. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the Acts of the year eighteen hundred and eighty-six, entitled An Act concerning the Massachusetts School for the Feeble-Minded.

Be it enacted, etc., as follows:

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-Minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 28, 1887.*]

[Resolves, Chap 21.]

RESOLVE in favor of the Massachusetts School for the Feeble-Minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth the sum of five thousand dollars to the treas-

urer of the Massachusetts School for the Feeble-Minded, to make good a similar sum expended from the permanent funds of the institution in enlarging its school accommodations. [*Approved March 24, 1887.*]

[Resolves, Chap. 64.]

RESOLVE providing for the purchase of land for the use of the Massachusetts School for the Feeble-Minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding twenty thousand dollars, for the purpose of purchasing additional land for the use of the Massachusetts School for the Feeble-Minded, to be expended under the direction of the trustees of said institution. The amount of expenditure authorized in this resolve is to purchase land with a view of establishing the Massachusetts School for the Feeble-Minded in another locality, and erecting thereon at some future time such buildings as will suitably provide for the wants of the institution. [*Approved May 26, 1887.*]

1888.

[Resolves, Chap. 82.]

RESOLVE providing for the erection of buildings in the city of Waltham for the use of the Massachusetts School for the Feeble-Minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding two hundred thousand dollars, to be expended, under the direction of the trustees of the Massachusetts School for the Feeble-Minded, for the purpose of erecting suitable buildings for the use of said school to provide for not less than two hundred and fifty patients: *provided*, that a sum not exceeding fifty thousand dollars may be expended during the year eighteen hundred and eighty-eight, and seventy-five thousand dollars during the year eighteen hundred and eighty-nine, and seventy-five thousand dollars during the year eighteen hundred and ninety: *provided, further*, that no portion of the sums mentioned in this resolve shall be expended until plans for said buildings shall have been approved by the Governor and Council, and until the land, recently purchased in the city of Waltham for the use of said school, shall have been conveyed to the Commonwealth by a good and sufficient deed, and free from all encumbrances. [*Approved May 22, 1888.*]

TERMS OF ADMISSION.

The best age for admission is between eight and twelve years.

The institution is not intended for epileptic or insane children, nor for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Children should come well provided with plain, strong clothing, and stout shoes for walking in any weather. Those who tear and destroy their clothing should be provided with garments made expressly for them, and of such form and texture as not to be easily torn.

The children of indigent parents in Massachusetts can secure gratuitous admission in accordance with the law. For others, a charge will be made proportionate to the means of the parents and the trouble and cost of treating them.*

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further particulars, apply in person or by letter to the Superintendent,

WALTER E. FERNALD, M.D.

* Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island can secure gratuitous admission by application to the governors of their respective States, information about which will be furnished by applying to the Superintendent, as above.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without their order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training, of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency, of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof: *provided, however*, that, if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interests of the institution require.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study, and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

BENEFICIARIES. — Candidates for admission must be over six years of age.

They must be provided with suitable changes of raiment for winter and summer, and especially with thick shoes or boots.

The boys must have at least six good cotton shirts, three night-shirts, and six pairs of socks or stockings; two coats or jackets, two pairs of trousers, two waistcoats and an overcoat, two pairs of shoes or boots, six pocket-handkerchiefs, and a good cap or hat.

The girls must be provided with the same quantity of linen, and with three gowns and three night-dresses. The clothing must all be of good, serviceable material.

It must be renewed from time to time, as may be necessary, by the parents; anything more than common mending will not be done at the expense of the institution.

All the articles of clothing must be marked with the name of the owner — *at full length*.

PUPILS NOT BENEFICIARIES. — Any suitable person may be admitted to the institution, on presenting to the superintendent sufficient evidence of fitness for it, on such terms as he or the trustees shall determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient security therefor given.

Private pupils must be provided with at least two decent suits of clothing, and sufficient changes of garments of all kinds for winter and also summer.

They will be required to observe strictly all the rules and regulations of the institution.

NOTICE.

The school is situated at 723 Eighth Street, South Boston, and may be reached by taking any horse-car of the South Boston line, and getting off at M Street. Visitors are admitted on Wednesdays, at 11 o'clock A.M.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school at our expense, or will be sent for by the superintendent, if notified.

Further contributions of all sorts of material for the industrial work of the pupils will be gratefully received, and put to good uses. Articles such as remnants and scraps of silks, worsteds, prints, flannels, carpets old and new, rags suitable for rugs, and the like, are in great demand, and none too many can be given us.

A visit to the school is urged upon all interested in this noble charity.

DR. MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, *in Account with* F. W. G. MAY, *Treasurer.* CR.

1888. Jan. 1, June, Sept. 30,	1887. Oct. 1, Nov. 9, 1888. Jan., 8 June, 13, Sept. 30,		
For rent of safe and boxes,—for stamps, etc.,	By balance from former account,	\$227 32	
payment for farm on Quince Street, Waltham,	gift of Dr. George G. Tarbell for "Recreation Fund,"	775 00	
loans repaid at various dates,	By payment from State, in part of grant to buy land,	13,045 79	
interest on same,	cash borrowed of sundry parties,	3,500 00	
salary of Superintendent,	interest received at various times,	18 20	
investment of funds,	quarterly payments from State Treasurer,	25,000 00	
expenses on Waltham estates, including taxes,	collections at school, viz.:—		
enlargement and repairs of farm buildings at Waltham,	For board and tuition,	\$20,482 63	
Auditors' warrants paid at various dates,	refunded bills,	797 59	
	sales,	856 42	
		<hr/>	
For balance to new account,	By income of funds at various dates,	22,136 64	
		1,575 05	
		<hr/>	
		\$66,278 00	
	1888. Oct. 1,		\$4,901 53

E. & O. E.

Boston, Oct. 1, 1888.

FRED. W. G. MAY, *Treasurer.*

Boston, Jan. 25, 1889.

We have examined the foregoing account, and find the same to be correctly cast and properly vouched, with a balance of four thousand nine hundred ninety-one and fifty-three one-hundredths dollars (\$4,901.53) in the hands of the Treasurer.

GEORGE G. TARBELL, }
CHAS. F. WYMAN, } *Auditors.*



FORTY-SECOND

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT SOUTH BOSTON,

FOR THE YEAR ENDING SEPTEMBER 30, 1889.

BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1890.

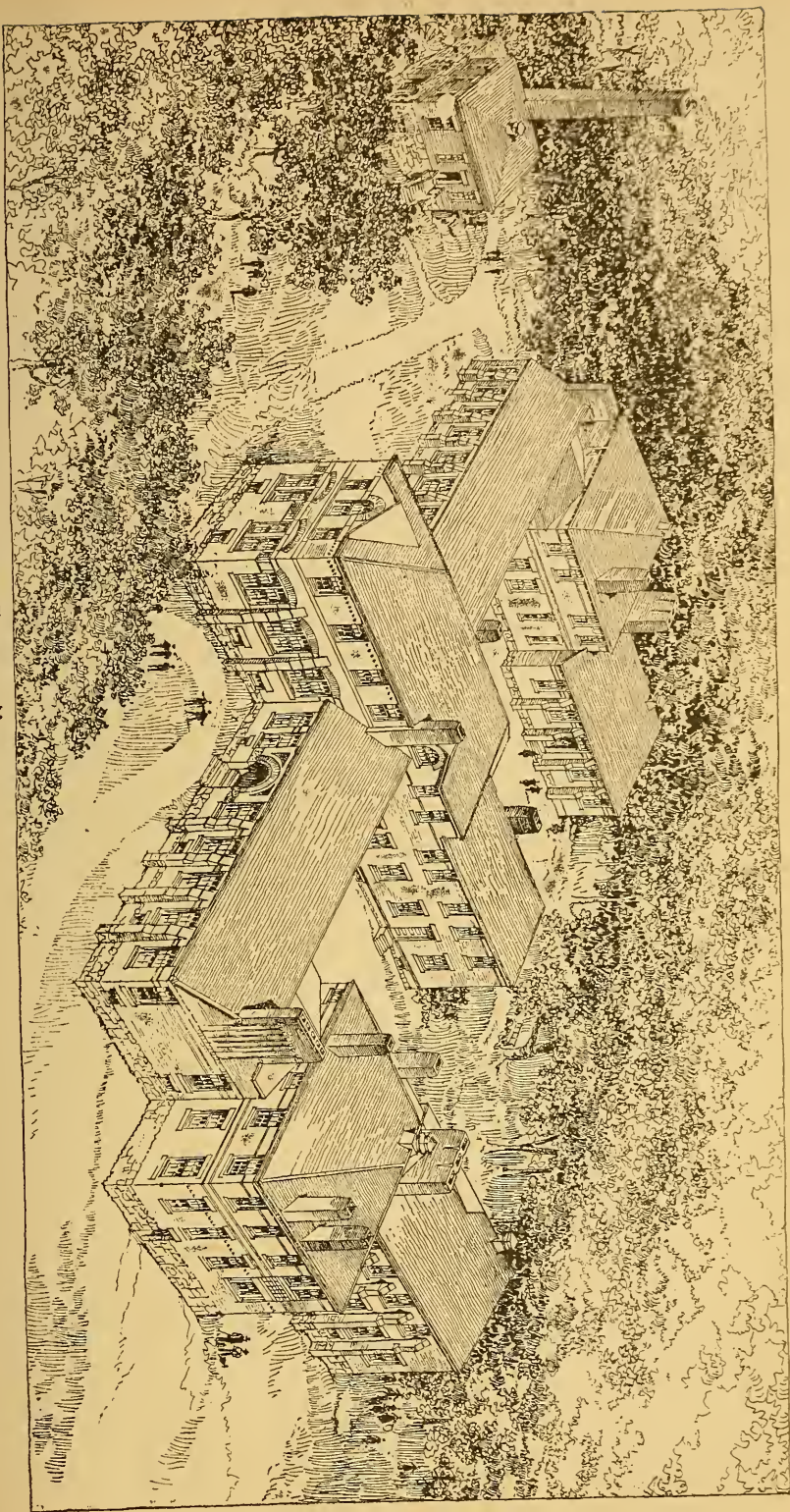
STATE LIBRARY OF MASSACHUSETTS

JAN 31 1919

STATE HOUSE, BOSTON

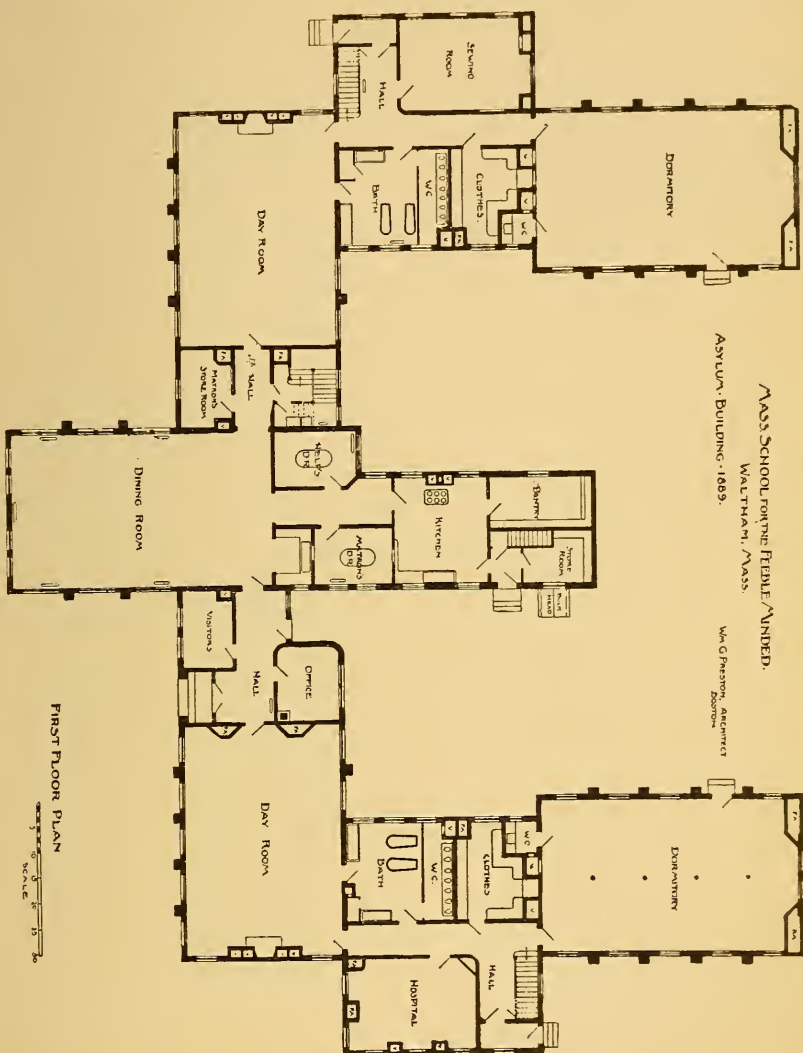
Mass. Officials

ASYLUM BUILDING.
MASS. SCHOOL FOR THE FEEDLE-MINDED.
WALTHAM, MASS.



MASS SCHOOL FOR THE FEELING MINDED.
WALTHAM, MASS.
ASYLUM BUILDING - 1889.

WM C PIERCE, ARCHT



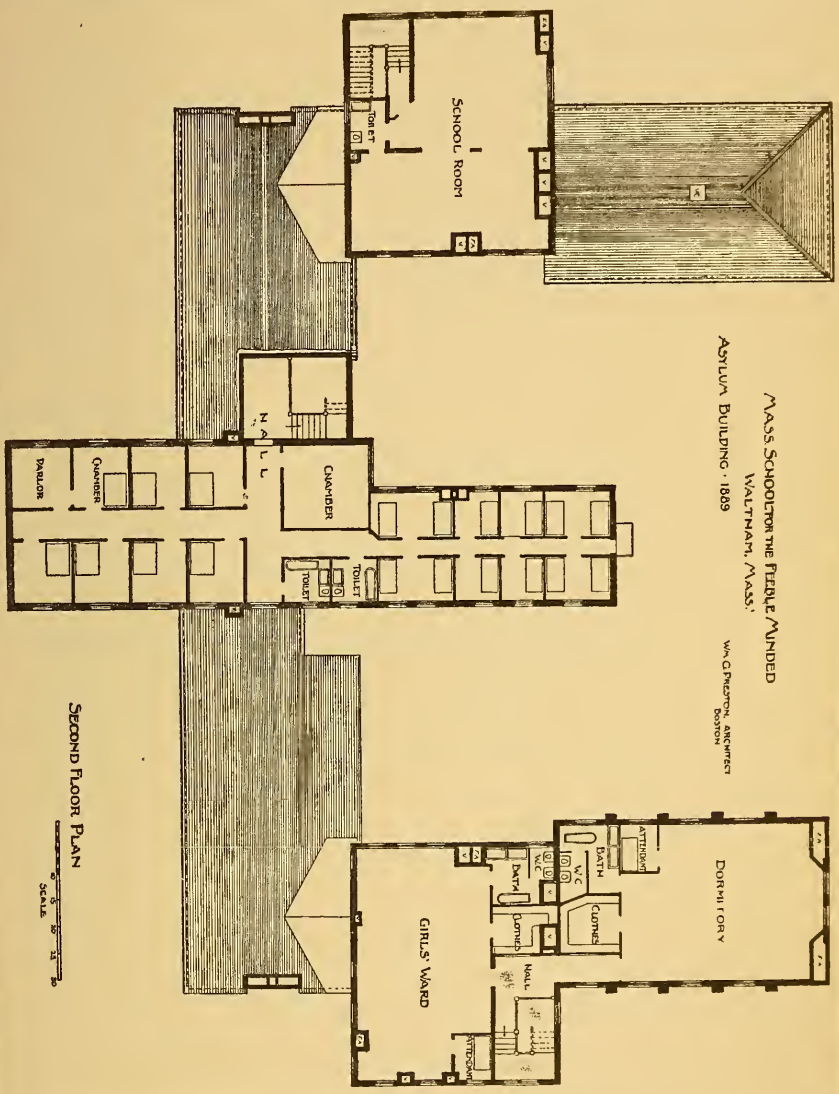
FIRST FLOOR PLAN

SCALE
0 5 10 20

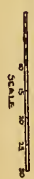


MASS. SCHOOL FOR THE FIDBLE MIMDED
 WALTHAM, MASS.
 ASYLUM BUILDING - 1889

VIA C. FREEDMAN, ARCHITECT
 BOSTON



SECOND FLOOR PLAN





362.3 M5

S372

1889

B

Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 10, 1889.

HON. HENRY B. PEIRCE, *Secretary of State.*

DEAR SIR:—I have the honor to transmit to you a copy of the Forty-second Annual Report of this institution, for the use of His Excellency the Governor and of the Legislature.

Yours respectfully,

W. W. SWAN,

Secretary.

TRUSTEES FOR 1889-1890.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
FREDERICK W. G. MAY.

Secretary.
W. W. SWAN.

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

JOHN F. ANDREW,	. . . . .	BOSTON.
ELIOT C. CLARKE,	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE,	. . . . .	BOSTON.
JOHN CUMMINGS,	. . . . .	WOBURN.
J. S. DAMRELL,	. . . . .	BOSTON.
WILLIAM A. DUNN,	. . . . .	BOSTON.
SAMUEL ELIOT,	. . . . .	BOSTON.
SAMUEL HOAR,	. . . . .	CONCORD.
JOHN C. MILNE,	. . . . .	FALL RIVER.
W. W. SWAN,	. . . . .	BROOKLINE.
GEORGE G. TARBELL,	. . . . .	BOSTON.
ERSKINE WARDEN,	. . . . .	WALTHAM.

State Board of Visitors, ex officio.
GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,
AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1889-90.

Superintendent.

WALTER E. FERNALD, M.D.

Steward.

MR. I. R. BARBOUR.

Matron.

MRS. I. R. BARBOUR.

Bookkeeper and Clerk.

MISS E. W. PETERSON.

Teachers.

MISS L. L. MOULTON.

MRS. S. E. SHAFFER.

MISS L. J. SANDERSON.

MISS L. E. MCLEOD.

In Charge of Workshop.

MR. SYLVESTER SMITH.

Drill Master.

MR. F. W. KNIGHT.

Supervisor.

MRS. SYLVESTER SMITH.

In Charge of Asylum Department.

MISS AUGUSTA DAMRELL.

Farmer.

MR. R. M. MONTAGUE.

MEMBERS OF THE CORPORATION.

Nathan Allen, M.D., Lowell.
Fred'k L. Ames, North Easton.
Michael Anagnos, South Boston.
John F. Andrew, Boston.
Henry Barnard, Hartford, Conn.
Mrs. Margaret C. Bliss, Boston.
George Wm. Bond, Jamaica Plain.
Chas. P. Bowditch, Jamaica Plain.
Rev. Phillips Brooks, Boston.
Geo C. S. Choate, M.D., N. Y. City.
Charles R. Codman, Boston.
E. S. Converse, Malden.
Elizabeth E. Coolidge, Boston.
Uriel Crocker, Boston.
Rev. Samuel B. Cruft, Boston.
John Cummings, Woburn.
Benj. Cushing, M.D., Dorchester.
Elbridge G. Cutler, M.D., Boston.
John S. Danrell, Boston.
Benjamin Dean, South Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Samuel Eliot, Boston.
Miss Ellen Emerson, Concord.
Edw. W. Emerson, M.D., Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Boston.
Mrs Emily A. Fifield, Dorchester.
Samuel A. Green, M.D., Boston.
Rev. Edward E. Hale, Boston.
Rev. David G. Haskins, Cambridge.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Clement H. Hill, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Miss Abbey Hosmer, Concord.
Charles H. Joy, Boston.

Henry Lee, Boston.
Mrs. Clara T. Leonard, Springfield.
John Lowell, Chestnut Hill.
Fred. W. G. May, Dorchester.
Emily Metcalf, M.D., Waltham.
Isaac B. Mills, Boston.
John C. Milne, Fall River.
Rev. J. F. Moors, Greenfield.
Dr. J. Henry Robinson, South-
borough.
Rev. Andrew P. Peabody, Cam-
bridge.
Rev. Francis G. Peabody, Cam-
bridge.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Mrs. Henry Richards, Gardiner,
Me.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
George B. Shattuck, M.D., Boston.
George C. Shattuck, M.D., Boston.
Fred'k C. Shattuck, M.D., Boston.
Leverett Saltonstall, Newton.
Benj. F. Spinney, Lynn.
Henry Stone, Boston.
William W. Swan, Brookline.
Helen G. Swan, Brookline.
George G. Tarbell, M.D., Boston.
C. B. Tillinghast, Boston.
Albert Tolman, Worcester.
James M. Trotter, Hyde Park.
Henry Tuck, M.D., New York.
Mrs. Mary G. Ware, Lancaster.
Erskine Warden, Waltham
Mrs. Elizabeth C. Warden, Wal-
tham.
John D. Washburn, Worcester.
Charles F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 10, 1889.

To the Corporation and the State Board of Education.

The trustees have the honor to present the following report for the year ending Sept. 30, 1889.

The accompanying reports of treasurer and superintendent exhibit in detail the condition of our financial and domestic affairs. Both are satisfactory.

The superintendent reports good health among the children; no epidemic, and no illness except such as is always incident to feeble children. The average number of children present throughout the year has been 198, at a weekly cost of \$3.47 per capita.

The interest in our work for the past year naturally centres in the building operations at Waltham, and the progress toward our removal thither. At the time of our last report, we were just finishing the additions and alterations to the farm-house. These were completed in December, and on the 22d

of January the boys were removed there from Dover. The farm at Dover has since been sold.

In our last report we stated that the first new building would be designed for custodial cases, for whose admission most urgent appeals were constantly made to us. This has been done.

During the winter, which was an open one, the excavation for foundations was made; early in the spring the foundations were put in, and during the summer the building has been erected, a plan and view of which are appended to this report.

We were long in deciding upon the form and details of this first building. In the other institutions for feeble-minded there are no buildings which we could copy,—none which even their own superintendent would approve as altogether worthy of imitation, although many are admirably adapted to their purposes. We found it difficult to break away from the traditional and conventional form of institution building, which is the outgrowth of a theory that large numbers can be more cheaply provided for in a single large building of three or four stories in height than in smaller and lower buildings. The fallacy of this theory has lately been demonstrated in a number of places, the most notable and successful instance within our knowledge being at the Willard Asylum for the Insane, in New York, to whose superintendent, Dr. P. M. Wise, we are indebted for valuable aid, which we most cordially acknowledge.

By a slow process of evolution and elimination the plans were worked out to the best of our ability, and were submitted for the approval of the Governor and

Council, in accordance with law (Resolves of 1888, chapter 82). They were approved, and we were permitted to expend \$60,000 in construction. Building has gone on during the summer, and now, as it is approaching completion, we are happy to say that it will be completed to the last detail, including boiler house, laundry, steam heating and grading, within the sum approved.

The plans appended to this report will explain to you, more clearly than any verbal description can, the arrangement of the building in detail. It is a compact group, rather than a single building. One half of it is only one story in height, and nowhere is it more than two stories. The floor of every room is above the surface of the ground. In the centre of the group is the dining room. In the rear of the dining room is the kitchen, with small dining rooms for matron, attendants and servants. To the right and left of the dining room are the day rooms, thirty by forty feet, single story. In the rear of the day rooms are the dormitories, with bath-rooms, clothes rooms, etc., intervening. The north wing has a second story, containing two dormitories; a portion of the south wing has a second story, containing the training rooms. Over the dining room and kitchen are the sleeping rooms for matron, attendants and servants. The boiler house and laundry are in a distinct and separate building, distant about one hundred feet, connected by underground arch for conveyance of steam and water, but not to be used as a passageway.

In the construction of the buildings, our architect,

Mr. W. G. Preston, has taken great pains to render them as secure as possible against fire. They are of brick, the inner wall being of porous terra-cotta, the adamant, cement or plaster being put directly on this, so that the walls are absolutely non-combustible. The floors are of the so-called mill construction; i. e., of heavy plank, without air spaces. The roofs are slated upon plank and sheathed on the under side with hard wood, directly in contact with the plank, making a solid roof, so that there is no opportunity for fire to spread unseen.

The details and arrangements for economical administration, when occupied, it is needless to rehearse, but we call your critical attention to them.

In addition to the direct work upon the buildings, we have been obliged to lay nearly half a mile of water mains, of four and six inches diameter, to connect this building with those yet to be erected, and with the city water mains. We have also built nearly a half mile of first-class roads, connecting the farmhouse with the new building, and running up the hill toward the proposed site of the main buildings. The coming year must and will be even more busy than the last.

At a special meeting called for the purpose, and held in July, on the grounds at Waltham, the site and relative arrangement of the main buildings were determined. They will consist of a group of six or seven detached buildings, — dormitories, gymnasium, school, shop, boiler house and laundry, administration building and kitchen; not arranged in checkerboard

fashion, but with reference to the contour of the land, and to a southerly exposure for all rooms to be occupied by the children.

With so much land, the temptation always is to put the buildings far apart; but economy of future administration dictates a distance only sufficient to secure abundant sunlight, free circulation of air, and protection against the spread of fire.

These buildings will, like the first, be built as nearly fire-proof as the circumstances will permit.

The plans for two of them, the gymnasium and school, are nearly completed, and we hope to have them roofed in before winter. The plans for the dormitories and boiler house are begun, leaving the administrative building to be planned during the coming winter.

The work of the large boys has really been of much value in excavating the trenches and basements, in road making, and in all such coarser forms of work, and the doing makes them very content and happy. We have also begun excavation of the site of a new barn, it being deemed inadvisable to repair or enlarge the old one. The farming operations have been very successful this summer, and we find the land on our new farm in every way superior to that at Dover.

We cannot close our report without mention of the unflagging zeal and signal ability which Dr. Fernald displays in the management of the school, from the smallest matter of daily routine to the most important questions involved in the plans for new buildings.

If the remainder of the buildings shall be as well devised and economically erected as the first, we shall have an institution which he may well be proud to call his own.

Respectfully submitted,

JOHN F. ANDREW,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
WILLIAM A. DUNN,
SAMUEL ELIOT,
SAMUEL HOAR,
JOHN C. MILNE,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,

Trustees.

REPORT OF THE SUPERINTENDENT.

To the Trustees of the Massachusetts School for the Feeble-Minded.

GENTLEMEN:—I hereby present the following report for the year ending Sept. 30, 1889:—

	Males.	Females.	Totals.
Number of pupils present Sept. 30, 1888, . . .	109	85	194
Admitted during year,	18	10	28
Whole number present during year,	127	95	222
Discharged during year,	9	8	17
Died during year,	2	1	3
Number of pupils present Sept. 30, 1889, . . .	116	86	202
Average number present during year,	—	—	198
Private pupils now present,	13	5	18
School beneficiaries of Massachusetts,	50	36	86
Custodial cases supported by the State,	10	14	24
Custodial cases supported by cities and towns, . . .	31	27	58
Beneficiaries of other New England States,	12	4	16
Number at farm included above,	23	—	23
Applicants for admission during year,	76	46	122

Of the applicants for admission, 9 were admitted, 6 were declined because of unsuitable age, and 3 because they were insane. The remainder are awaiting their turn for admission. Sixteen of the applicants were adult females. There were 20 applications from other States.

The 28 cases admitted were evenly divided between the school and asylum departments. Eleven of the admissions were very low-grade cases, and each of them while at home required practically the entire time and attention of at least one adult member of

their family. Two of the admissions were adult females.

Of the 17 discharges, 5 were a good deal improved, and were kept at home to be of help to their parents; 3 were taken home by their friends for various reasons; 4 were insane; 4 were removed to almshouses by order of overseers of poor; and 1 was discharged as not feeble-minded.

There has been very little sickness in the school during the year past. For weeks at a time no child has been on the sick list. Two of the deaths were from tuberculosis, and the other from strangulated hernia.

The current expenses for the year have amounted to \$35,795.41, or \$3.47 per week for each inmate. Appended will be found an analyzed statement, showing the amounts expended for the various purposes. The item of travelling expenses is large, because of the great amount of travel of trustees, officers and employees, incident to the erection of the new buildings at Waltham.

The work of the school has gone on smoothly and profitably. Our best efforts have been put forth to improve the physical, mental and moral condition of the children entrusted to our care. We do not lose sight of the fact that, even under the most favorable circumstances, it is impossible for our pupils to entirely outgrow or overcome their defective mental condition. We endeavor to so develop and strengthen their feeble minds and bodies that they may be able to do their best in their handicapped struggle for existence. The chief aim and end of

all our instruction and training is to make the child useful and helpful to himself and to others when the school age is passed.

More occupation has been provided for our children than ever before. Our farm boys have done a large amount of the manual labor necessary for the clearing of the ground and the excavation of the basement of the asylum building and boiler house, road making and other work at Waltham. They have also done a good deal of the regular farm work. Enough bedding and table linen to thoroughly equip the new asylum building has been made in the sewing room by our girls, in addition to the usual amount of sewing for the school, also largely done by them.

The care and oversight of the building operations and other improvements on our new estate has made it necessary for me to be at Waltham during part of nearly every week day for the entire year. The faithful and conscientious manner in which the officers and employees have performed their respective duties has made my absence possible without detriment to the interests of the school.

Respectfully submitted,

WALTER E. FERNALD,

Superintendent.

Dr.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, in Account with F. W. G. MAY, *Treasurer*.

Cr.

1889. Jan. Sept.	For rent of safe and boxes, stamps, stationery, etc., expenses, transfer of real estate, paid Mass. Insurance Co., expenditure on Waltham estate, including taking in water, etc., expenditure on farm buildings, expenditure on asylum building, salary of superintendent, investment and re-investment of funds, Howe farm fund, auditors' warrants paid at sundry times,	1888. Oct. 1, Nov. Dec. 1889. Feb. May June July Sept.	By balance from former account, gift of H. G. O. Chase to "Clothing Fund," by payment from State for expenditure on purchase of land at Waltham, gift of Joseph B. Glover to "Clothing Fund," rents at Waltham, "Howe Farm Fund," bank tax refunded by Commonwealth, payments from State, quarterly, collections at school, viz.:— For board and tuition, refunded bills, sales, income of funds and change of investments, payments from State on account of expenditure for building at Waltham, balance due,	\$4,991 53 5 00 6,954 21 50 00 170 00 2,500 00 217 72 25,000 00 21,755 16 6,751 89 24,419 98 1,616 06 \$94,431 55
		\$15 00 16 00 3,089 77 7,611 79 35,494 26 2,330 00 3,000 00 7,048 12 2,500 00 33,326 61 \$94,431 55		
	For balance due,	\$1,616 06		

E. & O. E.

FRED. W. G. MAY, *Treasurer*.

ANALYSIS OF EXPENDITURES

AT

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR YEAR ENDING SEPT. 30, 1889.

Meat, 34,799 pounds,	\$2,251 47
Fish, 3,432 pounds,	248 38
Butter, 3,066 pounds,	678 58
Rice and sago,	372 07
Flour and meal,	2,189 95
Vegetables,	586 90
Fruit,	219 10
Milk, 41,567 quarts,	2,638 70
Sugar, 9,041 pounds,	745 15
Tea, 249 pounds,	83 54
Coffee, 1,514 pounds,	255 55
Groceries,	503 57
Gas,	508 32
Oil,	4 45
Coal,	2,154 18
Wood,	20 75
Provisions, ice, etc.,	236 37
Hardware and crockery,	243 96
Bedding and table linen,	752 71
Furniture,	195 36
Mending, thread, etc.,	306 59
Superintendence and instruction,	7,375 75
Domestic services,	7,553 14
Expenses of quarterly meetings,	32 00
Car tickets, travel, etc.,	441 79
Laundry,	250 87
Shop,	158 73
Stationery,	39 45

Postage,	\$55 03
Record books,	24 88
School materials, books, papers, etc.,	127 18
Tuning and repairing pianos,	30 00
Association reports,	26 85
Medicine and medical supplies,	138 49
Water tax,	183 56
Insurance,	509 82
Ordinary construction and repairs,	1,445 70
Expresses,	120 48
Moving from Dover to Waltham,	53 00
Clothing expenses,	1,001 46
Sundries,	102 32
Stable,	78 95
Grain and hay for farm,	222 73
Wagons and harnesses,	79 45
Stock,	254 00
Tools,	189 56
Fertilizer, seeds, vines, etc.,	104 57
	<hr/>
	\$35,795 41

APPENDIX.

Commonwealth of Massachusetts.

1886.

[Acts, Chap. 298.]

AN ACT concerning the Massachusetts School for the Feeble-Minded.

Be it enacted, etc., as follows :

SECTION 1. The Massachusetts School for the Feeble-Minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation. shall from time to time be classified in and between said departments as the trustees shall see fit. and the trustees may receive and discharge pupils at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion receive, maintain and educate, except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-Minded for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-Minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for the commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-Minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Common-

* Repealed, chapter 123, Acts of 1887.

wealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-Minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-Minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution, and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state

primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-Minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-Minded by the Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[Acts, Chap. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the Acts of the year eighteen hundred and eighty-six, entitled **An Act concerning the Massachusetts School for the Feeble-Minded.**

Be it enacted, etc., as follows:

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-Minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 28, 1887.*]

[Resolves, Chap. 21.]

RESOLVE in favor of the Massachusetts School for the Feeble-Minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth the sum of five thousand dollars to the treasurer of the Massachusetts School for the Feeble-Minded, to make good a similar sum expended from the permanent funds of the institution in enlarging its school accommodations. [*Approved March 24, 1887.*]

[Resolves, Chap. 64.]

RESOLVE providing for the purchase of land for the use of the Massachusetts School for the Feeble-Minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding twenty thousand dollars, for the purpose of purchasing additional land for the use of the Massachusetts School for the Feeble-Minded, to be expended under the direction of the trustees of said institution. The amount of expenditure authorized in this resolve is to purchase land with a view of establishing the Massachusetts School for the Feeble-Minded in another locality, and erecting thereon at some future time such buildings as will suitably provide for the wants of the institution. [*Approved May 26, 1887.*]

1888.

[Resolves, Chap. 82.]

RESOLVE providing for the erection of buildings in the city of Waltham for the use of the Massachusetts School for the Feeble-Minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding two hundred thousand dollars, to be expended, under the direction of the trustees of the Massachusetts School for the Feeble-Minded, for the purpose of erecting suitable buildings for the use of said school to provide for not less than two hundred and fifty patients: *provided*, that a sum not exceeding fifty thousand dollars may be expended during the year eighteen hundred and eighty-eight, and seventy-five thousand dollars during the year eighteen hundred and eighty-nine, and seventy-five thousand dollars during the year eighteen hundred and ninety: *provided, further*, that no portion of the sums mentioned in this resolve shall be expended until plans for said buildings shall have been approved by the Governor and Council, and until the land, recently purchased in the city of Waltham for the use of said school, shall have been conveyed to the Commonwealth by a good and sufficient deed, and free from all encumbrances. [*Approved May 22, 1888.*]

TERMS OF ADMISSION.

The best age for admission is between eight and twelve years.

The institution is not intended for epileptic or insane children, nor for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Children should come well provided with plain, strong clothing, and stout shoes for walking in any weather. Those who tear and destroy their clothing should be provided with garments made expressly for them, and of such form and texture as not to be easily torn.

The children of indigent parents in Massachusetts can secure gratuitous admission in accordance with the law. For others, a charge will be made proportionate to the means of the parents and the trouble and cost of treating them.*

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

* Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island can secure gratuitous admission by application to the governors of their respective States, information about which will be furnished by applying to the superintendent, as above.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without their order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training, of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency, of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof: *provided, however*, that, if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interests of the institution require.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study, and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

BENEFICIARIES. — Candidates for admission must be over six years of age.

They must be provided with suitable changes of raiment for winter and summer, and especially with thick shoes or boots.

The boys must have at least six good cotton shirts, three night-shirts, and six pairs of socks or stockings; two coats or jackets, two pairs of trousers, two waistcoats and an overcoat, two pairs of shoes or boots, six pocket-handkerchiefs, and a good cap or hat.

The girls must be provided with the same quantity of linen, and with three gowns and three night-dresses. The clothing must all be of good, serviceable material.

It must be renewed from time to time, as may be necessary, by the parents; anything more than common mending will not be done at the expense of the institution.

All the articles of clothing must be marked with the name of the owner, — *at full length*.

PUPILS NOT BENEFICIARIES. — Any suitable person may be admitted to the institution, on presenting to the superintendent sufficient evidence of fitness for it, on such terms as he or the trustees shall determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient security therefor given.

Private pupils must be provided with at least two decent suits of clothing, and sufficient changes of garments of all kinds for winter and also summer.

They will be required to observe strictly all the rules and regulations of the institution.

NOTICE.

The school is situated at 723 Eighth Street, South Boston, and may be reached by taking any horse-car of the South Boston line, and getting off at M Street. Visitors are admitted on Wednesdays, at 11 o'clock A. M.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

Further contributions of all sorts of material for the industrial work of the pupils will be gratefully received, and put to good uses. Articles such as remnants and scraps of silks, worsteds, prints, flannels, carpets old and new, rags suitable for rugs, and the like, are in great demand, and none too many can be given us.

A visit to the school is urged upon all interested in this noble charity.

FORTY-THIRD

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

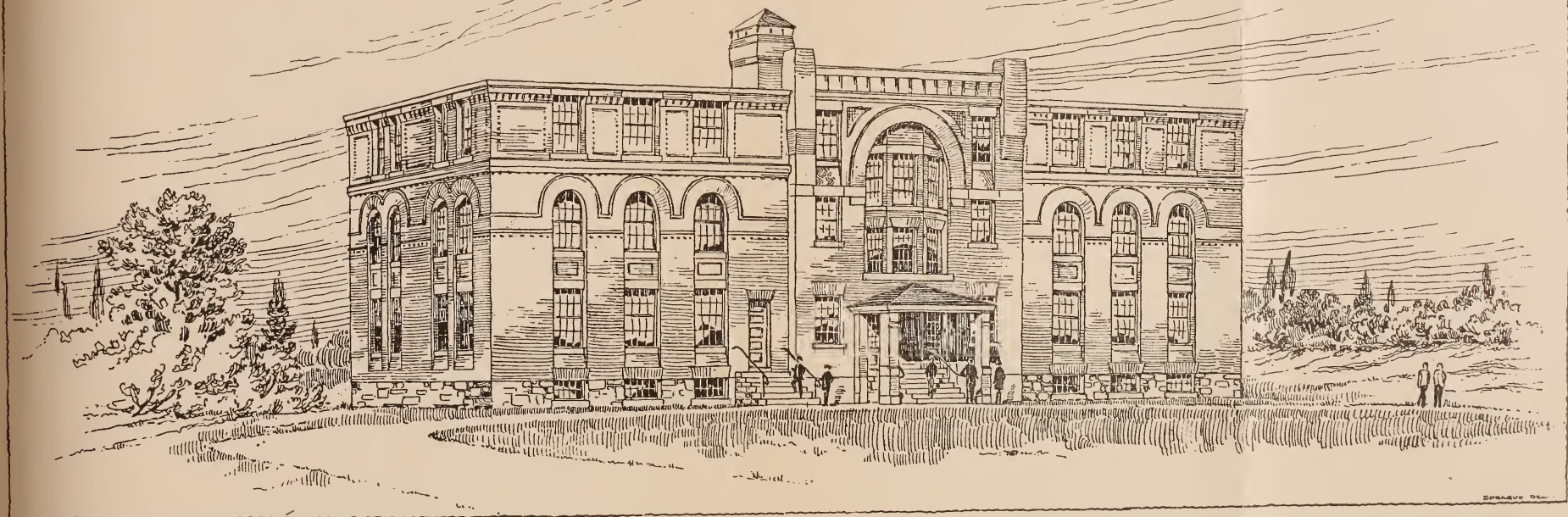
SCHOOL FOR THE FEEBLE-MINDED

AT SOUTH BOSTON,

FOR THE YEAR ENDING SEPTEMBER 30, 1890.

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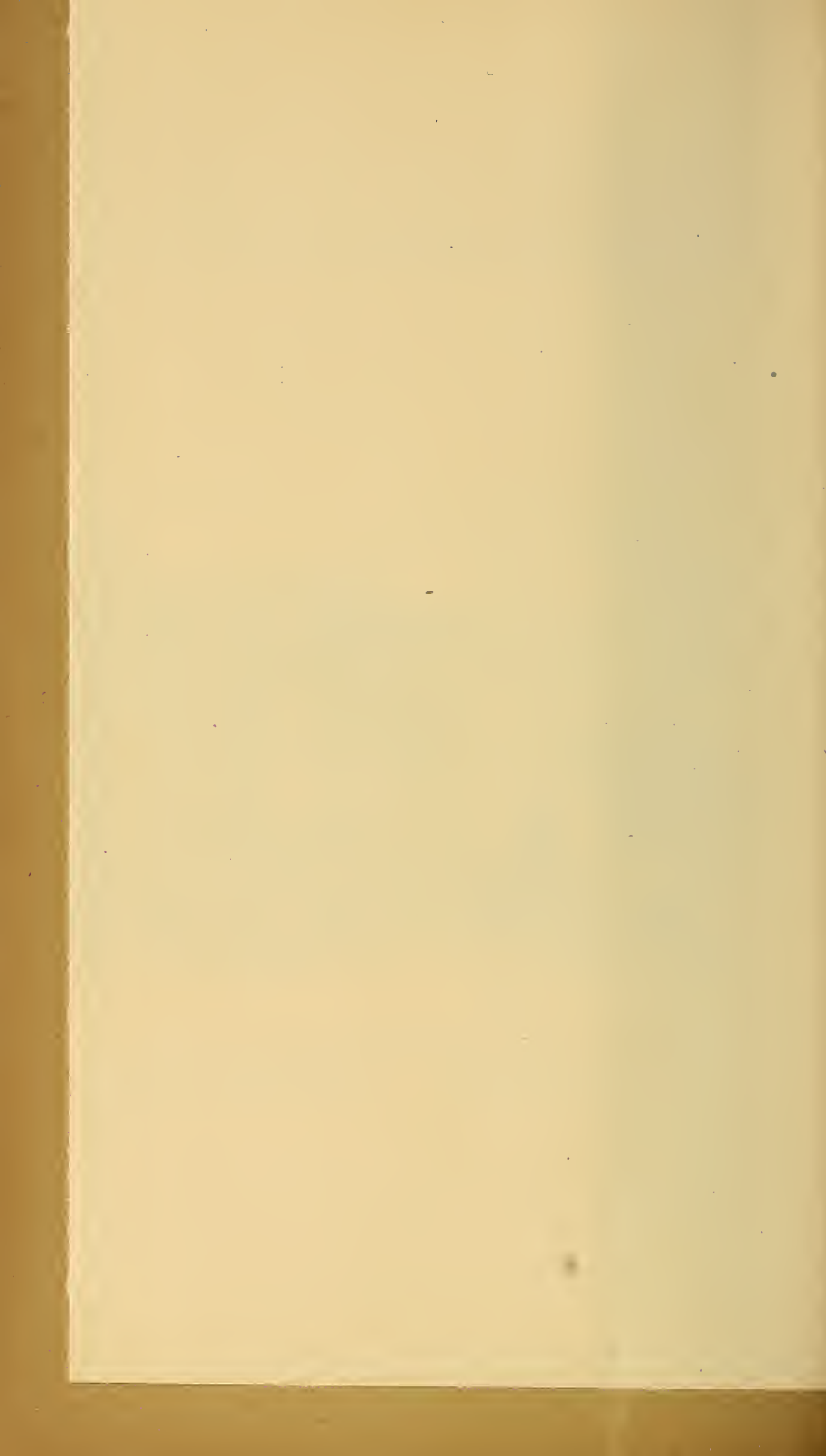


•DORMITORY•

•MASS. SCHOOL FOR THE FEEBLE-MINDED•

•WALTHAM MASS•

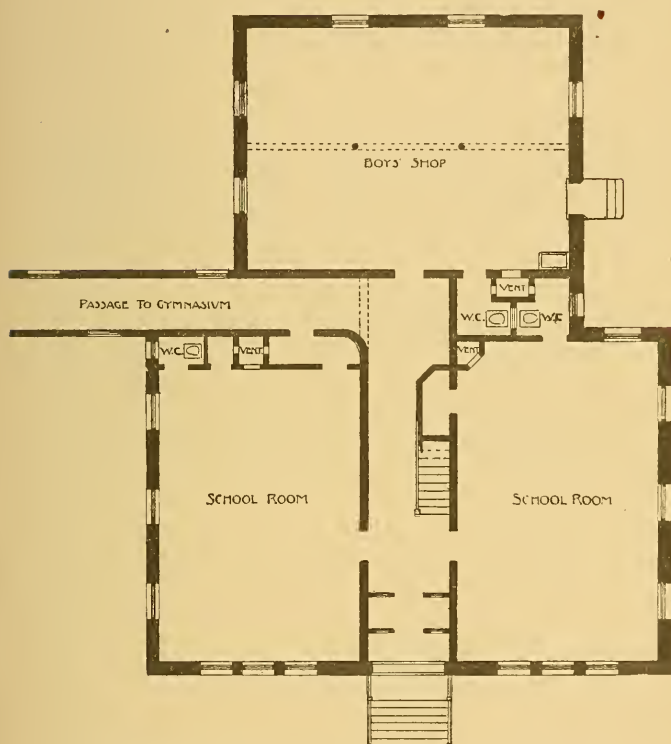
W. G. PRESTON ARCHTCT



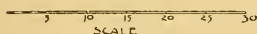
MASS. SCHOOL FOR THE FEEBLE MINDED WALTHAM MASS

SCHOOL BUILDING. 1890

WM. G. PRESTON - ARCHITECT
BOSTON



PLAN OF FIRST FLOOR





FORTY-THIRD

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT SOUTH BOSTON,

FOR THE YEAR ENDING SEPTEMBER 30, 1890.

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 9, 1890.

Hon. HENRY B. PEIRCE, *Secretary of State.*

DEAR SIR:—I have the honor to transmit to you a copy of the forty-third annual report of this institution, for the use of His Excellency the Governor and of the Legislature.

Yours respectfully,

W. W. SWAN,
Secretary.

TRUSTEES FOR 1890-1891.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN.

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

JOHN F. ANDREW,	. . . . .	BOSTON.
ELIOT C. CLARKE,	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE,	. . . . .	BOSTON.
JOHN CUMMINGS,	. . . . .	WOBURN.
J. S. DAMRELL,	. . . . .	BOSTON.
WILLIAM A. DUNN,	. . . . .	BOSTON.
SAMUEL ELIOT,	. . . . .	BOSTON.
SAMUEL HOAR,	. . . . .	CONCORD.
JOHN C. MILNE,	. . . . .	FALL RIVER.
W. W. SWAN,	. . . . .	BROOKLINE.
GEORGE G. TARBELL,	. . . . .	BOSTON.
ERSKINE WARDEN,	. . . . .	WALTHAM.

State Board of Visitors, ex officio.

GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1890-1891.

Superintendent.

WALTER E. FERNALD, M.D.

Steward.

MR. I. R. BARBOUR.

Matron.

MRS. I. R. BARBOUR.

Book-keeper and Clerk.

MISS E. W. PETERSON.

Teachers.

MISS L. L. MOULTON.

MISS L. J. SANDERSON.

MRS. S. E. SHAFFER.

MISS L. E. MCLEOD.

In Charge of Workshop.

MR. SYLVESTER SMITH.

Drill Master.

MR. F. W. KNIGHT.

Supervisor.

MRS. SYLVESTER SMITH.

Matron of Asylum Department

MISS AUGUSTA DAMRELL.

Farmer.

MR. R. M. MONTAGUE.

MEMBERS OF THE CORPORATION.

Nathan Allen, M.D., Lowell.
Fred'k L. Ames, North Easton.
Michael Anagnos, South Boston.
John F. Andrew, Boston.
Henry Barnard, Hartford, Conn.
Mrs. Margaret C. Bliss, Boston.
George Wm. Bond, Jamaica Plain.
Chas. P. Bowditch, Jamaica Plain.
Rev. Phillips Brooks, Boston.
George L. Burt, Boston.
Geo. C. S. Choate, M.D., N. Y. City.
Charles R. Codman, Boston.
Eliot C. Clarke, Boston.
Mrs. Alice de V. Clarke, Boston.
E. S. Converse, Malden.
Elizabeth E. Coolidge, Boston.
Uriel Crocker, Boston.
Rev. Samuel B. Cruft, Boston.
John Cummings, Woburn.
Benj. Cushing, M.D., Dorchester.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
Benjamin Dean, South Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Samuel Eliot, Boston.
Miss Ellen Emerson, Concord.
Edw. W. Emerson, M.D., Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Boston.
Mrs. Emily A. Fifield, Dorchester.
Samuel A. Green, M.D., Boston.
Rev. Edward E. Hale, Boston.
Rev. David G. Haskins, Cambridge.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Clement H. Hill, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Miss Abbey Hosmer, Concord.
Richard C. Humphreys, Boston.

Lurnan T. Jefts, Hudson.
Charles H. Joy, Boston.
Henry Lec, Boston.
Mrs. Clara T. Leonard, Springfield.
Frederic W. Lincoln, Boston.
John Lowell, Chestnut Hill.
Fred. W. G. May, Dorchester.
Emily Metcalf, M.D., Waltham.
Isaac B. Mills, Boston.
John C. Milne, Fall River.
Rev. J. F. Moors, Greenfield.
Dr. J. Henry Robinson, South-
borough.
Rev. Andrew P. Peabody, Cam-
bridge.
Rev. Francis G. Peabody, Cam-
bridge.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Mrs. Henry Richards, Gardiner,
Me.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
George B. Shattuck, M.D., Boston.
George C. Shattuck, M.D., Boston.
Fred'k C. Shattuck, M.D., Boston.
Leverett Saltonstall, Newton.
Benj. F. Spinney, Lynn.
Henry Stone, Boston.
William W. Swan, Brookline.
Helen G. Swan, Brookline.
George G. Tarbell, M.D., Boston.
C. B. Tillinghast, Boston.
Albert Tolman, Worcester.
James M. Trotter, Hyde Park.
Henry Tuck, M.D., New York.
Mrs. Mary G. Ware, Lancaster.
Erskine Warden, Waltham.
Mrs. Elizabeth C. Warden, Wal-
tham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Charles F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
SOUTH BOSTON, Oct. 9, 1890.

To the Corporation and the State Board of Education.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1890.

The report proper is brief. The accompanying report of the superintendent presents the condition of the school and the affairs of the year in detail, and is a much more important document. Beyond giving an account of their stewardship in the matter of the building operations at Waltham, the trustees have little more to say than that the acts of the superintendent in the year now past, as set forth in his accompanying report, have met their approval, and that they endorse his recommendations for the future. This is a return to an old custom. For twenty-nine years Dr. Howe, the founder of the school and the pioneer in the instruction and training of the feeble-minded and idiots in this country, was our general superintendent; and his reports in that capacity to the trustees, from year to year, set forth not only what had been done, but what in his opinion could and should be done, by the Commonwealth, by the corporation, by the trustees, by the teachers, officers and servants of the school, by all anywhere interested in alleviating the condition of the idiot. The superintendent led the way. We congratulate the corporation and the Commonwealth that our new superintendent is a leader. It is not easy to state our

indebtedness to him for the present satisfactory condition of the school; the economic and yet remunerative expenditure of moneys granted to the trustees by the State for building purposes; the beautiful buildings themselves, their arrangement and appropriateness for their purposes; the general laying out of the grounds at Waltham. The value of the superintendence and authorship or invention involved in these things cannot be over-estimated. But, while so much of the superintendent's time and attention has been given to the condition of affairs growing out of the projected enlargement of the school, and its removal from South Boston to Waltham, we feel that our children themselves—children they all are, and ever will be—have been in no wise overlooked or less cared for than formerly. The superintendent will tell you that this is largely owing to the intelligence and faithfulness of the teachers and officers working under him. No child has suffered because of the transition stage. This statement we fully endorse. By no one has it been forgotten that our wards of to-day are our first care. Their health, considering their increasing numbers and the constantly deteriorating condition in which they are first received, has generally been good. The new cases of late have been mostly asylum cases, many of them of a very low grade; and the general appearance of the children is decidedly inferior to what it was a few years ago. The school department has never fully recovered from the injury inflicted by the legislation of 1883. Then, again, the law now wisely provides that we shall maintain two departments: "One for the instruction and education of feeble-minded persons who are within the school age, or who, in the judgment of the trustees, are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age, or are not capable of being benefited by such instruction, to be known as the custodial department."

We expect to receive a larger proportion of children capable of marked improvement when we shall be fully established at Waltham, where the school and custodial departments are widely separated. But we expect also to have room for all

applicants; and it is the policy of the State, and our own policy, to care for each individual proportionately to its defects, or to the full extent to which its condition may be bettered. The more unfavored, or even disgusting, a human creature may be, the more desirable it is that he shall be cared for apart from the general world, and the more he and his kindred and natural guardians appeal to our sympathy. And, after it all, it is the first step that counts most. To teach a child of six or seven years or more, that is as unclean in its habits as a hog, and eats like a hog, or cannot feed itself at all, — to teach such a child to be neat, and to feed itself from a platter with a spoon, is hard work, and more important work than to teach a simpleton, or a child of a slightly lower grade than a simpleton, to read and write and spell. There have been a large number of such cases taught to take that first step in our eustodial department the past year.

The average number of children present throughout the year has been 240. We have now 296 feeble-minded and idiots in our charge, an increase of 94 during the year. Of these, the school cases or pupils, numbering 107, are all at South Boston. There are also at South Boston 49 custodial cases, the very young and very helpless, and a number of boys not old enough for the farm, but requiring attention more easily given them at South Boston than at Waltham, under present circumstances. At Waltham there are at the farm-house 24 large boys, many of them of nearly average physical strength, while at the new eustodial building there are 119 cases, about 50 of whom are large girls and adult females, kindly cared for and seemingly happy out of harm's way. They do an appreciable amount of work for themselves and the smaller children. The absolute necessity of an asylum for feeble-minded women is shown by the superintendent's report. The story of some of these simple creatures is painful, the more so because they are innocent in their degradation.

The work of the boys upon the farm has been gratifying; but a single hired man has been necessary upon the farm proper. More than this, they have done valuable work in grading, road making, and digging cellars and ditches. The

money value of their work has not been less than \$50 per week. This is certainly two-thirds of their cost to the institution, no charge being made for rent.

A large barn has been built near the farm-house, at a cost of \$4,000, two-thirds of which will be met by the proceeds of the sale of the farm at Dover.

The grounds at Waltham and the custodial building were fully described in our last annual report. That building was ready for occupancy in the early spring of the present year, and about sixty children were transferred to it in March and April. From that time nearly all the custodial cases, children as well as adult females, have been admitted at Waltham only. The building has proved to be all that we promised. We believe that it is not surpassed by any building in the world erected for a kindred purpose. We cordially invite a critical examination of it by the legislative committees, and all persons interested in public charities. We were permitted to expend \$60,000 in its construction. It has been completed to the last detail within the sum approved, including about \$3,000 expended in providing a system of sewerage. The cost of furnishing the building was about \$4,000, and for this expenditure we shall ask to be reimbursed by the State.

The buildings for the school department approach completion. We expect to occupy them next summer. They are situated about five hundred yards distant from the custodial building, across a deep ravine; and the two departments are thus made as distinct, as far as the inmates are concerned, as if located miles apart, while we have the advantages of a single superintendent and a single governing board. This desirable feature has often been referred to in these reports. No child once in the custodial department will be kept there after he is found to be capable of profiting by school instruction. The school buildings consist of a dormitory of a capacity of one hundred and fifty cases, a school-house, a gymnasium, an administration building, and, under one roof, a boiler-house and laundry. The boiler-house will contain the necessary boilers and engines for laundry and electric-lighting plants, for steam pumps, and for heating the group of buildings by steam. Attached is a shed affording room

for the storage of five hundred tons of coal. The work on all these buildings is so far along that contracts have already been made for putting in the entire steam plant and plumbing required, and this latter work has begun.

We receive all our water at present from the city of Waltham, and mains have already been laid by which it may be delivered at the boiler-house under the head of the Waltham Water Works. Thence it will be pumped to a tower or stand-pipe of seventy-five thousand gallons capacity, to be erected at an expense of \$1,900, under a contract already signed. The floor of the water compartment of the tower will be forty-five feet above the level of the first floor of our highest buildings, the school and gymnasium. There will be three hydrants on the grounds, each having provision for three delivery pipes, and so arranged that water can be thrown over the roof of each building.

The school-house is a building of two stories. It has four school-rooms, allowing for the instruction at one time of at least one hundred children. It also contains a large workshop for the boys, and a sewing-room of equal size for the girls. The dormitory is a three-story building. It contains six large sleeping-rooms, two day-rooms, a dining-room, and lavatories and bath rooms in abundance. It will easily accommodate one hundred and fifty children.

The administration building consists of a main portion eighty-five by forty feet, three stories high, and a wing seventy by thirty feet, in part two stories and in part one story high. The first floor contains the executive offices, store rooms, dining-rooms for officers and servants, kitchens, and a bakery. The second and third floors contain a suite of rooms allotted to the superintendent and his family, and sitting-rooms, sleeping-rooms and bath-rooms for the teachers and principal officers. The second story of the wing is to be occupied by servants. It will be necessary to use no part of the basement of any building except for the storage of heavy goods in bulk.

We were granted by the Legislature \$200,000 to erect the new buildings, and it was a condition of the grant that we should provide for two hundred and fifty patients. We shall be able to take care of three hundred and fifty patients;

with the buildings already erected or in process of erection. Of the money granted we have already received and paid out \$119,011, and we have contracted to pay out \$73,686 additional, leaving an available balance of \$7,303. We hope to finish our building and the preparation of the grounds without asking for a further appropriation from the State, although we shall ask for a further appropriation of about \$10,000 for furniture and machinery. It is to be remembered, however, that the whole property at Waltham belongs to the State. Recognizing the liberality of the Legislature, we cheerfully acknowledge that this is as it should be.

It is quite likely that before the end of the present decade further accommodations will be required for about one hundred additional custodial cases. But a single dormitory would be needed, and this of a simple and inexpensive form, to be connected with the main custodial building by a covered way. With the second dormitory for the school department, and such additional building for the custodial department, it is quite unlikely that any further large outlay of money would be required for the institution during the next half-century.

The trustees acknowledge their indebtedness to the State Board of Health for valuable suggestions regarding sewerage and a water supply. Steps have been taken to ascertain how much of a water supply our own grounds afford, and whether there will be economy in husbanding it.

At the close of the school year, 1888-1889, Mr. F. W. G. May declined a re-election as treasurer of the corporation, an office he had held for twenty-five years. He was, however, persuaded to continue in the office until December, when Mr. Richard C. Humphreys of Dorchester was elected treasurer by the trustees. Mr. May had been in continuous service as an officer of the institution since 1860, longer than any present officer; and his associates deeply regret that his failing health compels the separation. The correspondence between Mr. May and the corporation upon his retirement will be found in an appendix to this report.*

It would have given the trustees pleasure to welcome the corporation to our new country home, and exhibit the spacious

grounds and buildings there already completed and occupied ; but we have thought it fitting to hold one more meeting at South Boston, to bid farewell to the old home by the sea. If ever a building be worthy of tablet, indicative of the scene of early help to suffering mankind, the frame house in which we are now gathered is such a building. This is the earliest permanent home of the earliest school for idiots in America. It was here that Howe and Jarvis did practical service in instructing and training the children of misfortune. It was in this room that they consulted in the new work with Andrew, Clarke, Downer, Emerson, Fairbanks and Hoar, eminent philanthropists, all since dead. In this room were first read the reports of Howe and Jarvis, addressed to the corporation, but intended for the Legislature and the public, that have awakened the country to the need of organized efforts to improve the condition of idiots. It is fitting that, before we depart hence, we remember, and ask the incoming Legislature and the public to note well, the names of men the memory of whom is widely honored and beloved, who have given personal support to this charity, not discovered, or well-nigh forgotten, until it was found and restored to light and life by them.

Let not their school suffer any decline in our hands.

JOHN F. ANDREW,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
WILLIAM A. DUNN,
SAMUEL ELIOT,
SAMUEL HOAR,
JOHN C. MILNE,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,

Trustees.

REPORT OF THE SUPERINTENDENT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby present the following report for the year ending Sept. 30, 1890 : —

	Males.	Females.	Totals.
Number of pupils present Sept. 30, 1889,	116	86	202
Admitted during the year,	68	62	130
Whole number present during the year,	184	148	332
Discharged during the year,	11	16	27
Died during the year,	3	6	9
Number present Sept. 30, 1890,	170	126	296
Average number present during the year,	136	104	240
Private pupils now present,	12	6	18
School beneficiaries of Massachusetts,	69	44	113
Custodial cases supported by the State,	16	18	34
Custodial cases supported by cities and towns,	60	48	108
Beneficiaries of other New England States,	13	10	23
Applicants for admission during the year,	84	58	142

Our population has largely increased during the year, until we now have 296 inmates, classified and distributed as follows, viz. : —

	Males.	Females.	Totals.
At school,	106	47	153
At asylum,	40	79	117
At farm,	24	—	24

Of the children admitted, those suitable for the school department have been received at South Boston, and nearly all of the custodial cases and adult females at Waltham. Every suitable applicant has been accepted, and papers are now out for over 30 additional cases which will soon be admitted. Many of these children have been waiting several years, on account of our limited accommodations.

Of the number admitted, 72 were of decidedly untidy habits, 34 were epileptic, 45 were paralytic, 10 could not walk a step, 18 walked with difficulty, 43 could not talk, and 24 could speak a few words only. Many of them were in feeble physical condition. There were 34 females of child-bearing age.

From this brief analysis of their mental and physical characteristics, it will be seen that many of these children were custodial cases of very low grade. Several of them had been shamefully abused or neglected by drunken or heartless parents. Some of the older girls had been irresponsible but positive sources of moral contamination to the communities in which they lived. In several cases the burden of the care and support of the feeble-minded child had been so great that the whole family had been actually pauperized. Think of the aggregate of wretchedness and misery, on the part of these children and their friends, lessened or prevented by their care in our institution!

Of the 9 deaths, 3 were from epilepsy and 6 from consumption. Three of the consumptive cases were seriously sick when admitted, and died within a few weeks of admission. It is to be expected that we shall have a comparatively large death rate in the future, among so many feeble, low-grade children as we now have in our custodial department.

Of the discharges, 14 were allowed to be taken home by parents for various reasons, 6 were discharged at the request of overseers of the poor, 2 were insane, 2 were removed on account of sickness, and 2 were kept at home to be of help to their parents.

The current expenses for the year have amounted to \$42,799.25, or \$3.43 per week for each inmate. Appended will be found an analyzed statement, showing the amount expended for the various purposes.

It is not necessary to specify in detail the work accomplished in the school department. Each year we try to improve our methods of instruction and discipline, and to make the results more practical and permanent. The convenient arrangement of the new school buildings at Waltham will permit a more effective combination of physical, industrial and mental training than is possible in our old quarters.

The important event of the year has been the completion and occupation of the new asylum building at Waltham. After nearly six months' use, it would be difficult to say how the building could have been made more convenient, or better adapted to our needs. The steam heating and ventilation seem almost perfect. The sanitary arrangements are ample and satisfactory. The incandescent electric lights, furnished by our own electric plant, provide a form of lighting at once healthful, safe and economical. The sewage from this building is disposed of entirely without offence, on an adjacent field, by a very complete system of sub-surface irrigation.

To this building, March 6, 1890, 61 boys and girls were transferred from the custodial wards at South Boston. Since that time new cases have been received, until, at the close of the year, there were 40 boys and 79 girls in this department. The two large, sunny wards on the ground floor are occupied by about 70 of the younger and feebler boys and girls, in the west and east wings respectively. They sleep, eat and live on the ground floor, and can be easily taken out of doors for exercise and recreation. The shady groves and grassy lawns, and the retired location, enable us to give these children ample out-door exercise, without exposing their deformities and deficiencies to the gaze of idle curiosity-seekers. These children are amused and occupied, and receive such rudimentary mental and physical discipline as will be of benefit to them. Especially do they need and receive patient and continued habit-training, and daily and

hourly lessons in decency and behavior. When admitted, nearly every one of these children were untidy, noisy, stubborn and intractable generally. Few of them had been under any sort of control or discipline. One of them had not been out of doors for over three years. Three had been confined in a barred room at home. Many of them were paralyzed or helpless, and could not feed or dress themselves. How to properly care for them was a discouraging problem. The wards were veritable bedlams. The children shrieked and made dreadful noises, tore off and destroyed their clothing, and seemed utterly unmanageable. Their attendants were appalled and discouraged at the apparent hopelessness of trying to bring any degree of order out of such chaos, and were almost ready to resign in a body. But already a surprising and gratifying change has been effected. Careful day and night supervision and attention has reduced the number of wet and soiled beds from an average of 46 to 8. Seventeen children who daily wet or soiled their clothing have become habitually cleanly. Four of the helpless ones, who had never taken a step, have been taught to walk. As a whole, they have become far more quiet, orderly and tractable. Many have learned to take part in the little games and marches, and other simple exercises which attract and fix their attention, and encourage definite and desirable bodily and mental activity.

The cost of caring for these low-grade children is materially reduced by the work of the older girls in the various domestic departments, which otherwise would have to be done by paid assistants. Many of these large girls are perfectly capable of self-support, under competent direction, who would be utterly incapable and useless without it. Few of them knew how to do any work when admitted, but have been instructed by their attendants. They are always proud of their work, and are distinctly happier and better as a result of being occupied and of some use in the world. By the custody of these adult females in our institution we are performing an important duty to society, by shielding them from innocent yielding to sexual vice, and lessening the chances of their reproducing another generation of

defectives and dependants. The two pleasant wards in the second story of the asylum building were designed for and are occupied by these large girls. In the institution to-day there are 76 females over fourteen years of age, 34 of whom have been admitted this year, and 57 of whom are in the asylum building. We hope to be able to admit all of this class who may hereafter make application.

In the organization and management of the asylum department I have been greatly aided by the energy, tact and judgment of the matron, Miss Augusta Damrell. She has proved herself peculiarly well fitted for her difficult and responsible position.

The farm has furnished an ample supply of vegetables for the other departments. A team driven by one of our inmates has taken a load of produce to the school in South Boston three times each week, returning with supplies for the farm and asylum. Twelve cows have supplied all the milk needed at the farm and asylum. Five acres of ensilage corn well filled the silo at the new barn, and will furnish a plentiful supply of winter fodder. In addition to the regular farm work, the large amount of teaming for grading and excavating has been done by our own horses, usually driven by our boys, who have also done much of the loading and unloading. Of the twenty-four boys at the farm, all but one, who is physically incapacitated, have some regular occupation assigned them daily. I do not think I over-estimate in saying that the labor of these boys during the year past has directly saved the institution a sum equal to the amount expended for their support.

The growth and expansion of our institution has appreciably increased the duties and responsibilities of every person connected with the school. Without exception, these added duties have been cheerfully and willingly performed. In the school department we have been fortunate in retaining the services of the experienced and faithful officers and teachers who during my absence at Waltham have so successfully carried on the work of the school.

I cannot close this report without acknowledging my indebtedness to the trustees for the kind and generous sup-

port they have given me through the year; and I thank Dr. Tarbell especially for the almost daily advice and assistance he has given me in my work. Scarcely a step has been taken without consulting him, and our most important improvements are directly due to his suggestions.

Respectfully submitted,

WALTER E. FERNALD,

Superintendent.

DR - MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, in account with RICHARD C. HUMPHREYS, *Treasurer*. CR.

Balance last account,	\$1,418 95	State annual allowance,	\$25,000 00
Rent of safe, check-book and hand-stamp,	17 15	New buildings,	110,923 49
Extraordinary expenses at Waltham roads, sewers, etc.,	9,428 01	For board of inmates,	4,174 66
Barn at Waltham,	3,620 49	Collections at school, viz.:—	
Architects' services,	5,303 60	Board and tuition,	\$21,058 39
Expenditure for insurance,	605 57	Refunded bills,	825 24
Auditor's warrant for current expenses,	3,000 00	Sales,	371 08
Furniture for buildings at Waltham,	39,734 36	Income from funds and change of investments,	22,254 71
Superintendent's house at Waltham,	4,656 04	Bank tax refunded by state,	4,684 70
Superintendent, for board of state inmates,	3,538 65		101 87
New buildings at Waltham,	4,174 66		
Investments and reinvestment of funds,	82,805 06		
Balance on hand,	4,684 70		
	4,152 19		
	<u>\$167,139 43</u>		<u>\$167,139 43</u>

Boston, Nov. 10, 1890.

We have examined the foregoing account, and find the same to be correctly cast and properly vouched, and a balance due by the treasurer of \$4,152.19.

GEORGE G. TARBELL, }
CHAS. F. WYMAN, } *Auditors*.

RICHARD C. HUMPHREYS, *Treasurer*.

Boston, Oct. 14, 1890.

ANALYSIS OF CURRENT EXPENDITURES

AT

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR YEAR ENDING SEPT. 30, 1890.

Meat, 50,430 pounds,	\$2,879 24
Fish, 3,960 pounds,	281 96
Butter, 3,695 pounds,	604 00
Rice and sago,	383 58
Flour and meal,	1,508 16
Vegetables,	874 01
Fruit,	280 75
Milk, 48,920 quarts,	2,497 50
Sugar, 10,853 pounds,	782 79
Tea, 225 pounds,	78 75
Coffee, 1,972 pounds,	309 23
Groceries,	484 37
Gas,	546 22
Oil,	49 25
Coal,	3,120 96
Wood,	21 00
Provisions, ice, etc.,	388 90
Hardware and crockery,	433 21
Bedding and table linen,	575 62
Furniture,	785 22
Small wares, buttons, thread, etc.,	136 32
Superintendence and instruction,	7,348 25
Domestic services,	10,653 91
Expenses, quarterly meetings,	15 00
Travelling expenses, car-tickets, etc.,	399 21
Laundry,	471 78
Shop,	71 89
Stationery,	165 15

22 SCHOOL FOR THE FEEBLE-MINDED. [Oct.

Postage,	\$144 26
School materials, books, papers, etc,	153 69
Tuning and repairing pianos,	30 00
Medical attendance and medicines,	403 48
Water taxes,	389 85
Construction and repairs,	1,162 76
Expresses,	223 67
Clothing expenses,	871 17
Sundries,	343 32
Stable,	155 55
Grain and hay for farm,	504 83
Wagons and harnesses,	155 15
Stock,	1,056 65
Tools,	195 89
Fertilizer, seeds, vines, etc.,	257 18
Insurance,	605 57
	<hr/>
	\$42,799 25

APPENDIX A.

Boston, Oct. 4, 1889.

Dr. SAMUEL ELIOT, *President of Massachusetts School for the Feeble-Minded.*

DEAR SIR: — To-day completed my quarter-century of service to our institution as treasurer.

Warned by the increasing labors and responsibilities of the office, and admonished by my imperfect convalescence from last year's sickness and advancing age, I respectfully decline to be a candidate for re-election.

With pleasantest recollections of my connection with the institution, and warmest regards for my honored associates,

I am yours sincerely,

FRED. W. G. MAY.

MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED,
BOSTON, Dec. 17, 1889.

MY DEAR MR. MAY: — This is to inform you officially that the trustees of the Massachusetts School for Feeble-minded have duly elected Mr. Richard C. Humphreys of Dorchester to the office recently resigned by you — that of treasurer of the corporation. He has accepted; and accordingly your resignation is now accepted, and you are authorized and requested to turn over to him, as your successor, the funds of the corporation and its books and records in your possession.

Both the corporation and the Board of Trustees have requested me to place upon their records, and to make known to you, their high appreciation of the continuous service you have rendered the most pitiable of our common brotherhood for the last twenty-five

years as treasurer of the corporation, and earlier as trustee, and also their deep-felt regret that failing health compels you now to withdraw from active participation in the work of alleviating the condition of the unfortunates committed to our charge. All feel, however, that it is a matter of congratulation for yourself no less than for them that you have been able to remain with the school until it has been put upon a sure foundation, and it is the universal belief that the school owes not a little of its present prosperity to your own untiring efforts in its behalf.

Yours truly,

WILLIAM W. SWAN, *Secretary*.

FRED. W. G. MAY, Esq.

APPENDIX B.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purposes aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth: *provided*, that the board of trustees, having the direction of said institution,

shall be composed of twelve persons, four of whom shall be appointed by the governor and council; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors, whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provisions of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that

the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next.
[Approved April 9, 1878.]

1886.

[ACTS, CHAP. 298.]

AN ACT concerning the Massachusetts School for the Feeble-minded.

Be it enacted, etc., as follows :

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any

other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion receive, maintain and educate, except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for the commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the

* Repealed, chapter 123, Acts of 1887.

place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution, and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the

Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[ACTS, CHAP. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six, entitled, **An Act concerning the Massachusetts School for the Feeble-minded.**

Be it enacted, etc., as follows:

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 28, 1887.*]

RESOLVE providing for the purchase of land for the use of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding twenty thousand dollars,

for the purpose of purchasing additional land for the use of the Massachusetts School for the Feeble-minded, to be expended under the direction of the trustees of said institution. The amount of expenditure authorized in this resolve is to purchase land with a view of establishing the Massachusetts School for the Feeble-minded in another locality, and erecting thereon at some future time such buildings as will suitably provide for the wants of the institution. [*Approved May 26, 1887.*]

1888.

[RESOLVES, CHAP. 82.]

RESOLVE providing for the erection of buildings in the city of Waltham for the use of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding two hundred thousand dollars, to be expended, under the direction of the trustees of the Massachusetts School for the Feeble-minded, for the purpose of erecting suitable buildings for the use of said school to provide for not less than two hundred and fifty patients: *provided*, that a sum not exceeding fifty thousand dollars may be expended during the year eighteen hundred and eighty-eight, and seventy-five thousand dollars during the year eighteen hundred and eighty-nine, and seventy-five thousand dollars during the year eighteen hundred and ninety; *provided, further*, that no portion of the sums mentioned in this resolve shall be expended until plans for said buildings shall have been approved by the governor and council, and until the land, recently purchased in the city of Waltham for the use of said school, shall have been conveyed to the Commonwealth by a good and sufficient deed, and free from all encumbrances. [*Approved May 22, 1888.*]

APPENDIX C.

INSTITUTION CARE FOR THE FEEBLE-MINDED.

“The institution furnishes a little world, a microcosm, with its curriculum of duties and pleasures. The feeble-minded child finds company, his isolation ceases, he is no more hidden away when there are visitors; he is placed in a school with other children, among whom he finds congenial playmates; he is placed under the guidance of a teacher who knows how to call forth all his slumbering faculties, at the same time he almost unconsciously comes under dispassionate, firm, yet gentle discipline. There is no sphere of charity more deserving the attention of those who have enough and to spare, and are philanthropic enough to devote part of their surplus to promote the interests of stricken humanity. That the community has moral duties towards its idiotic population is no longer questioned. The history and etiology of idiocy points out the necessity of sequestering the idiot and imbecile in special institutions, for the following reasons:—

“1. To remove the incubus of idiocy from the house of the people which it blights.

“2. To prevent idiocy from begetting idiocy, which is much too frequent among imbeciles in almshouses, where the association of the sexes is not properly restricted.

“3. To educate and train them, as far as possible.

“4. To alleviate the complication of the affliction, through proper dietetic and medical care, and thus prevent the less afflicted from degenerating into profound idiocy.

“5. To make available the industrious abilities possessed by a large percentage, which experience proves utterly unavailable outside of an institution.

“6. To train the less afflicted to take care of the very dependent, under proper guidance.

“7. To save them from evil and temptation, which they are unable to resist, by placing them in a miniature world *sans* its temptations.

“It is a sad fact that, among those imbeciles who most nearly approach the line of average intelligence, decided criminal propensities are found, and many unquestionable imbeciles are inmates of our penitentiaries. That the female imbecile will fall a victim to the first unscrupulous scoundrel who takes advantage of her feebleness, needs no further elaboration; and this reason alone should demand the utmost sympathy from philanthropy, aside from the moral obligations of the strong to protect the weak, and the utilitarian policy of prevention in the bud rather than cure in the full-blown flower.”—DR. SAMUEL J. FORT, “*Journal of Nervous and Mental Diseases*,” December, 1889.

“Ye who have children that are bright, whose prattle fills your homes with music and your hearts with incense, whose eyes mirror heaven’s depths, and whose kiss is the balm of an angel; children whose tiny hands are shapely and deft, and whose quickening faculties run apace and grow with the days; children whose minds are strong and active, and whose every act and feature is a joy to your heart and a promise for the future,—think what your feelings would be if you had been afflicted with a feeble-minded child. Suppose if, instead of laughter and prattling lips, the lips were dumb, the eyes blank, the hands deformed, the fingers useless, the brain diseased, the mind a blot,—the thought is purgatory; but you would love that child all the more because of its affliction. For years the world has folded its arms and dodged the question of the value of a child’s life; but the spirit of Christian thought and purpose has been marching on, child-saving institutions have been established in nearly every State in the Union, evidencing the victory won over prejudice and ignorance.”—MRS. KATHERINE B. LATHROP, *California*.

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission, in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and for their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak, and one pair of mittens.

For further particulars, apply in person or by letter to the superintendent.

WALTER E. FERNALD, M.D.,

723 Eighth Street, South Boston.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without this order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training, of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency, of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that, if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

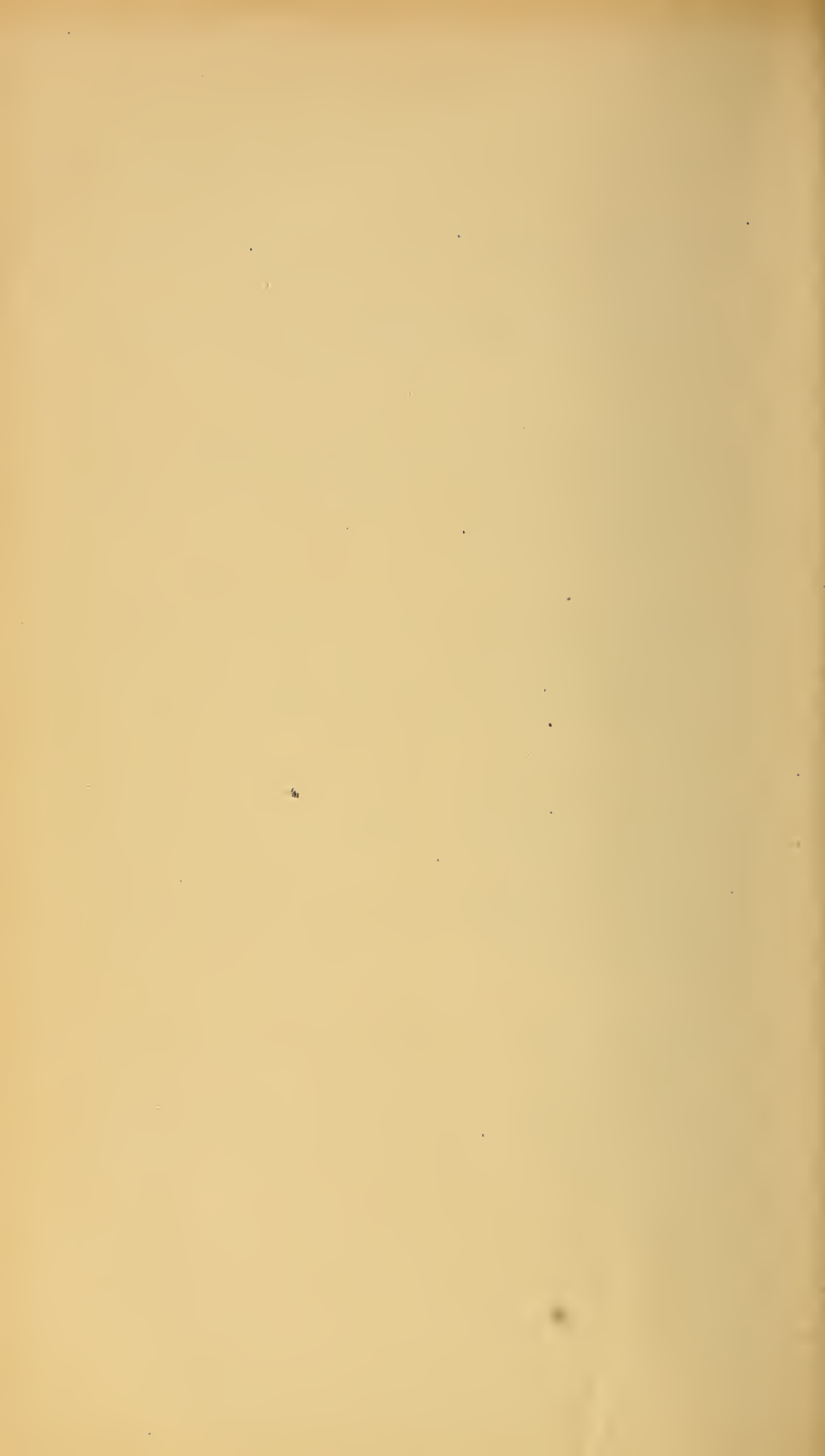
NOTICE.

The school department is situated at 723 Eighth Street, South Boston, and may be reached by taking any car of the South Boston line, and getting off at M Street. Visitors are admitted on Wednesdays, at 11 o'clock A.M.

The asylum and farm departments are located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. Friends of children in these two departments may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

Further contributions of all sorts of material for the industrial work of the pupils will be gratefully received, and put to good uses. Articles such as remnants and scraps of silks, worsteds, prints, flannels, carpets old and new, rags suitable for rugs, and the like, are in great demand, and none too many can be given us.



FORTY-FOURTH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1891.

BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

18 POST OFFICE SQUARE.

1892.



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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 8, 1891.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR : — I have the honor to transmit to you a copy of the forty-fourth annual report of this institution, for the use of His Excellency the Governor and of the Legislature.

Yours respectfully,

W. W. SWAN,
Secretary.

TRUSTEES FOR 1891-1892.

President,
SAMUEL ELIOT.

Vice-President
JOHN CUMMINGS

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

JOHN F. ANDREW,	. . . . .	BOSTON.
ELIOT C. CLARKE,	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE,	. . . . .	BOSTON.
JOHN CUMMINGS,	. . . . .	WOBURN.
J. S. DAMRELL,	. . . . .	BOSTON.
WILLIAM A. DUNN,	. . . . .	BOSTON.
SAMUEL ELIOT,	. . . . .	BOSTON.
SAMUEL HOAR,	. . . . .	CONCORD.
JOHN C. MILNE,	. . . . .	FALL RIVER.
W. W. SWAN,	. . . . .	BROOKLINE.
GEORGE G. TARBELL,	. . . . .	BOSTON.
ERSKINE WARDEN,	. . . . .	WALTHAM.

State Board of Visitors, ex officio.
GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,
AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1891-1892.

Superintendent.

WALTER E FERNALD, M.D.

Matron of School Department.

Mrs. I. R. BARBOUR.

Matron of Asylum Department.

Miss AUGUSTA DAMRELL.

Steward.

MR. I. R. BARBOUR.

Clerks.

Miss E. W. PETERSON.

Miss M. M. SMITH.

Teachers.

Miss L. L. MOULTON.

Mrs. S. E. SHAFFER.

Miss L. J. SANDERSON.

Miss MARION WESTON.

In Charge of Workshop.

MR. SYLVESTER SMITH.

Drill Master.

MR. F. W. KNIGHT.

Supervisor.

Mrs. SYLVESTER SMITH.

Farmer.

MEMBERS OF THE CORPORATION.

Fred'k L. Ames, North Easton.
Michael Anagnos, South Boston.
John F. Andrew, Boston.
Nathan Appleton, Boston.
Henry Barnard, Hartford, Conn.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Mrs. Margaret C. Bliss, Boston.
George Wm. Bond, Jamaica Plain.
Chas P. Bowditch, Jamaica Plain.
Rev. Phillips Brooks, Boston.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Geo C S. Choate, M.D., N Y. City.
Charles R. Codman, Boston.
Eliot C. Clarke, Boston.
Mrs. Alice de V. Clarke, Boston.
E. S. Converse, Malden.
Mrs. Elizabeth E. Coolidge, Boston.
Rev. Samuel B. Cruft, Boston.
John Cummings, Woburn.
Benj. Cushing, M.D., Dorchester.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
Benjamin Dean, South Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Samuel Eliot, Boston.
Miss Ellen Emerson, Concord.
Edw. W. Emerson, M.D., Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Boston.
Mrs. Emily A. Fifield, Dorchester.
Samuel A. Green, M.D., Boston.
Rev. Edward E. Hale, Boston.
Rev. David G. Haskins, Cambridge.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Clement H. Hill, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Miss Abbey Hosmer, Concord.

Richard C. Humphreys, Boston.
Lurnan T. Jefts, Hudson.
Charles H. Joy, Boston.
Henry Lee, Boston.
Frederic W. Lincoln, Boston.
John Lowell, Chestnut Hill.
Miss Abby F. Marble, New Bedford.
Fred W. G. May, Dorchester.
Emily Metcalf, M.D., Waltham.
John C. Milne, Fall River.
Rev. J. F. Moors, Greenfield.
Dr. J. Henry Robinson, South-
borough.
Rev. Andrew P. Peabody, Cam-
bridge.
Rev. Francis G. Peabody, Cam-
bridge.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Mrs. Henry Richards, Gardiner,
Me.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
George B. Shattuck, M.D., Boston.
George C. Shattuck, M.D., Boston.
Fred'k C. Shattuck, M.D., Boston.
Leverett Saltonstall, Newton.
Benj. F. Spinney, Lynn.
Henry Stone, Boston.
William W. Swan, Brookline.
Mrs. Helen G. Swan, Brookline.
George G. Tarbell, M.D., Boston.
John C. Thorpe, Waltham.
C. B. Tillinghast, Boston.
Albert Tolman, Worcester.
James M. Trotter, Hyde Park.
Henry Tuck, M.D., New York.
Mrs. Mary G. Ware, Lancaster.
Erskine Warden, Waltham.
Mrs. Elizabeth C. Warden, Wal-
tham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Mrs. Kate Gannett Wells, Boston.
Charles F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 8, 1891.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Education, and the State Board of Lunacy and Charity.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1891.

The average number of feeble-minded persons of all descriptions present during the year has been 328, an increase of 88 over the number for the preceding year. The details as to admissions, discharges, assignments to different departments, deaths, etc., sufficiently appear in the report of the superintendent to the trustees; and the same is true of the work accomplished and expenses incurred.

We again acknowledge our indebtedness to the superintendent and an efficient corps of teachers, matrons and attendants, for a highly satisfactory condition of the school.

The close of the year finds the school still divided. Most of the pupils or school cases and a few of the custodial cases have continued at South Boston, while the remainder have been cared for at the farm and asylum building, at Waltham. It is our expectation, however, to bid farewell to the old establishment at South Boston, and to have the whole school assembled at Waltham during the present month of October. This would have been accomplished during the past year, except for delays in the delivery of machinery during the month of September.

The girls' dormitory of the school department is not quite ready for occupation, and it will therefore be necessary for

the girls to take temporary possession of rooms in the boys' building, while the discommoded boys will be housed in two large training rooms in the school-house. It is better to do this than to remain longer in a divided condition.

A somewhat extended new classification has become necessary, which will be facilitated by having all our wards together. This is a matter of no little importance, since it is neither just nor within the statute to charge towns and individuals for the support of feeble-minded persons who, although admitted as custodial cases, have either been found to be of a higher grade than at first appeared, or have so improved that they are now capable of benefiting by school instruction.

It is unnecessary to say that transfers from the custodial department to the school department are encouraging to all who are interested in the institution; but it ought to be made known that the trustees are reluctant to transfer from the school to the custodial department. The school cases rarely deteriorate, and it does not often happen that a child admitted to the school department should have been sent to the custodial department. But the children in the school, like the rest of mankind, grow old. They even become adults, at which age, and earlier, many of them cease to make any substantial progress with their books. Thereafter they are helped by school instruction only so far as they are provided with quiet occupation, and are kept from falling off in knowledge once attained. Nor is it any more desirable that our boys and girls, as a rule, should be kept at their books any longer than bright children of their own social condition. As a rule, the unfortunate boys and girls of the school department must be returned to their homes; and it is more important that all should have been taught to love labor, and to do something for their own support, than that they shall read and write and spell as well as their more fortunate brothers and sisters.

But many of our pupils arrive at the age at which they cease to derive substantial benefit from a short instruction, to send whom to their homes or to discharge whom is out of the question. They must remain here; and we make them useful, — the big boys and grown men in farm and other

similar work, and the full-grown girls and women in the laundry, in the sewing-room, and in the dormitories of both the school and the asylum departments, where they assist in the care of those who are younger or more unfortunate than themselves; and this we do without disturbing the original classification. We do thus make a distinction between cases who have had a course of school instruction and other adult cases of about the same grade of intelligence who do about the same work, but who have been admitted at a late age merely to be kept out of harm. The cost of maintaining both the school and custodial department is materially lessened by the work of these persons.

In our last annual report mention was made of that office of the custodial department which consists in the protection of feeble-minded girls and women of child-bearing age. Thirty-four females old enough to become mothers had been admitted during the preceding year. Their history showed that some of them had been irresponsible but positive sources of moral contamination to the communities in which they had lived. Of the life at the school of such girls and women, Dr. Fernald in his report to the trustees said:

“Many of these large girls are perfectly capable of self-support, under competent direction, who would be utterly incapable and useless without it. Few of them knew how to do any work when admitted, but have been instructed by their attendants. They are always proud of their work, and are distinctly happier and better as a result of being occupied and of some use in the world. By the custody of these adult females in our institution we are performing an important duty to society, by shielding them from innocent yielding to sexual vice, and lessening the chances of their reproducing another generation of defectives and dependants. The two pleasant wards in the second story of the asylum building were designed for and are occupied by these large girls. In the institution to-day there are 76 females over fourteen years of age, 34 of whom have been admitted this year, and 57 of whom are in the asylum building. We hope to be able to admit all of this class who may hereafter make application.”

It was largely a comprehension of the necessity of pro-

viding for the care of adult female idiots that led the trustees to recommend to the Legislature the passage of the act of 1886, whereby a custodial department was established, as distinct from the school department. Not only should the imbecile woman be protected for her own sake, we urged, but we should guard against the cause of her offspring. We believe in the doctrine of prevention. Upon this principle we have continued to admit and care for young women of feeble intellect. An extreme case is a young woman of twenty-three years, of comely and even attractive appearance, who has borne six illegitimate children. This she will speak of without shame. She is innocently the victim of the lust of vicious men. Fortunately few of our inmates are mothers. There are, however, at this institution 96 girls and women of child-bearing age, and of these at least 25 are kept here mainly that they may not become mothers. The question has arisen whether some of them are legally held, or whether some are not wrongfully deprived of their liberty. Illegitimate birth, it is truly said, is far from foreshadowing feeble intellect, nor does wantonness in a woman necessarily indicate a feeble mind in the technical and legal sense of the term. Our answer is that our custodial department is not a reformatory, and that no part of its object is the restraint or punishment of bad girls and women. All admissions to this institution are intended to be in strict conformity with the statute. It is impossible to become acquainted with and fully understand every case before commitment; but no girl or woman will be recommended for commitment to this institution by its officers who is presented merely upon the ground that she is morally weak. Once duly admitted the question of discharge is a somewhat different one. Pretty much all that can be said is that each case must be decided by itself. Such cases are referred to the full board of trustees.

For the preparation of this report the inquiry was made of the superintendent, "How many girls and women are here in order that they may not become mothers?" The answer was:—

"Your question is hard to answer. At least twenty-five of these girls would not be here were it not for the sexual or maternal possibilities; yet almost without exception in many

other directions they plainly show their need of a guiding and guarding hand. I do doubt whether we have three girls out of the ninety-six who could manage to get a situation or keep it, or spend their wages so intelligently as to keep themselves decently clothed. You have no idea how constantly they need directing and straightening out in any line of duty, even in institution grooves. The best of them are children always in this sense."

Overseers of the poor in a few of the towns are reluctant to pay the charges incumbent upon them for the support of idiots duly committed to our custody, and in some cases we have deemed it hard to use the power of discharge given us under the statute, and permit the town officers to withdraw such cases to become inmates of almshouses. This, however, has been in great part because we have not had room to provide for all applicants for admission. It is probable that during the present year we shall be obliged to bring suit to secure for the support of eustodial cases in several instances.

But we would call the attention of overseers of the poor as well as of parents of defective offspring throughout the State to the successful work done in the asylum department; and we assert that the towns will gain in a pecuniary point of view by sending their idiots here. No doubt the tax for the support of idiots is often a grievous burden, and there is no doubt that in many almshouses all the inmates are humanely treated by the officials; but it is in the nature of things that the idiot child brought up in an almshouse, however kind and conscientious may be the keepers and matrons, must grow from bad to worse. Certainly there can be no improvement. Experience has shown that the idiot to improve must be subjected to intelligent and special training, not possible in the environment of the town poorhouse. Once there, the expense of his keeping will never diminish. Here, such intelligent and special training can be imparted, and experience shows that almost universally cleanly and orderly habits once acquired by an idiot remain with him. Habit is a second nature. In bad cases, then, a few years' training at the school would lessen the cost of maintenance at an almshouse forever after.

To impress upon all concerned our success in this direction,

we quote again from the excellent report of the superintendent for the year ending Sept. 30, 1890: —

“To this building, March 6, 1890, sixty-one boys and girls were transferred from the custodial wards at South Boston. Since that time new cases have been received, until, at the close of the year, there were forty boys and seventy-nine girls in this department. The two large, sunny wards on the ground floor are occupied by about seventy of the younger and feebler boys and girls, in the west and east wings respectively. They sleep, eat and live on the ground floor, and can be easily taken out of doors for exercise and recreation. The shady groves and grassy lawns, and the retired location, enable us to give these children ample outdoor exercise, without exposing their deformities and deficiencies to the gaze of idle curiosity-seekers. These children are amused and occupied, and receive such rudimentary mental and physical discipline as will be a benefit to them. Especially do they need and receive patient and continued habit-training, and daily and hourly lessons in decency and behavior. When admitted, nearly every one of these children were untidy, noisy, stubborn and intractable generally. Few of them had been under any sort of control or discipline. One of them had not been out of doors for over three years. Three had been confined in a barred room at home. Many of them were paralyzed or helpless, and could not feed or dress themselves. How to properly care for them was a discouraging problem. The wards were veritable bedlams. The children shrieked and made dreadful noises, tore off and destroyed their clothing, and seemed utterly unmanageable. Their attendants were appalled and discouraged at the apparent hopelessness of trying to bring any degree of order out of such chaos, and were almost ready to resign in a body. But already a surprising and gratifying change has been effected. Careful day and night supervision and attention has reduced the number of wet and soiled beds from an average of forty-six to eight. Seventeen children who daily wet or soiled their clothing have become habitually cleanly. Four of the helpless ones, who had never taken a step, have been taught to walk. As a whole, they have become far more quiet, orderly and tractable.

Many have learned to take part in the little games and marches, and other simple exercises which attract and fix their attention, and encourage definite and desirable bodily and mental activity ”

Our thanks are due to the Legislature for its continued generosity. Although the membership in the two houses has wholly changed more than half a score of times since substantially the present relations were established between the State and the corporation, there has been no change in the response of both houses to the requests of the trustees for money appropriations. We believe that our legislators aim to truly represent and do truly represent the compassion of their constituents. The trustees also believe that the present organization of the school is the best that could be contrived. It is, as it were, a partnership for charitable purposes between the State and the corporation, each being represented by six trustees. The State provides nearly all the money required by the trustees for the active management of the school, and holds the title to a large proportion of the property in use; while the corporation through its membership gives to the trustees the assistance of a large number of intelligent men and women, who, some through inheritance or association, others through a sense of duty, and all through a feeling of compassion for human suffering in its most degraded and loathsome form, take a deep interest in promoting the welfare of idiots and feeble-minded.

JOHN F. ANDREW,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
WILLIAM A. DUNN,
SAMUEL ELIOT,
SAMUEL HOAR,
JOHN C. MILNE,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,

Trustees.

REPORT OF THE SUPERINTENDENT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby present the following report for the year ending Sept. 30, 1891 :—

	Males.	Females.	Totals.
Number of pupils present Sept. 30, 1890, . . .	170	126	296
Admitted during the year,	41	42	83
Whole number present during the year, . . .	211	168	379
Discharged during the year,	12	16	28
Died during the year,	4	2	6
Number present Sept. 30, 1891,	195	150	345
Average number present during the year, . .	186	141	328
Private pupils now present,	13	6	19
School beneficiaries of Massachusetts, . . .	87	55	142
Custodial cases supported by the State, . .	25	26	51
Custodial cases supported by cities and towns, .	57	53	110
Beneficiaries of other New England States, .	13	10	23
Applicants for admission during the year, .	80	75	155

The number present at the close of the year are distributed as follows, viz. :—

	Males.	Females.	Totals.
At school,	113	51	164
At asylum,	58	99	157
At farm,	24	—	24

The cases admitted were, on the average, of much higher grade mentally and physically than for several years past. Of the admissions, 35 were received as school cases and 48

as custodial cases. Twenty-three of the females were over fourteen years of age. There were more applications for admission than in any previous year in the history of the school. Every suitable applicant has been accepted. We shall have room in our new buildings for at least 75 additional cases.

Of the discharges, 13 were taken home by parents for various reasons, 7 were discharged at the request of overseers of the poor, 2 were insane, 3 were removed on account of sickness, 2 were taken to their former homes in Italy and New Brunswick respectively, and 1 was kept at home to work.

The death rate has been very small, considering the large number of feeble children under our care. Of the 6 deaths, 4 were from epilepsy and 1 each from marasmus and consumption.

The current expenses have amounted to \$55,542.25, or \$3.26 per week for each inmate. The per capita cost is smaller than for several years past, for several reasons. Anticipating our removal from South Boston, we have made fewer repairs and renewals on the old buildings than has been customary. Our new buildings do not yet call for repairs. The bountiful supply of farm products, raised on our farm largely by the labor of our large boys, has materially reduced the expense in this direction. The assistance of the larger girls in caring for the custodial cases has diminished the outlay for hired help. We are also fortunate in having a corps of officers and employees who are very prudent and judicious in the care and use of supplies of all kinds. The annexed itemized schedule of expenditures shows the amount expended for the various purposes.

It has been a busy year for every one connected with the school. The administrative work has been made difficult from the fact that part of our institution has been at South Boston and part at Waltham. It has not always been possible to promptly and thoroughly attend to all the details of our regular work. In addition to the routine work in the school, farm and asylum departments, it has been necessary to devote much time and attention to the arrangement and furnishing of the new buildings, and other matters connected with the development of our new plant. The teachers have

been encouraged by the excellent progress shown by the improvable pupils admitted during the year. Under the circumstances, I think we have reason to be satisfied with the year's work.

I wish to express my thorough appreciation of the willing and faithful services of the officers and employees of the school during the past year. Especially do the attendants deserve great credit for their uniformly tender and patient care of the children. Upon them, ultimately, largely devolves the habit-training, the teaching of good morals and correct behavior, and the daily instruction in common things that form so large a part of our duty to these children. It is a source of great comfort to the parents to see the evident affection existing between the children and those who have charge of them. The credit for the satisfactory condition of the school and asylum should be largely given to Mrs. Barbour and Miss Damrell, the matrons of those departments.

When our entire institution has been brought together on our new estate, in our modern, well-equipped buildings, we shall be able to carry on our work under very favorable conditions. The detached buildings and the semi-independent departments will make necessary a well-defined and systematic scheme of management and discipline. Some little changes in our organization will be necessary in order to secure uniformity of action in the different departments under the new conditions.

Our population has nearly doubled within the past two years, and it is probable that before the close of the coming year we shall have nearly four hundred inmates of varying ages and degrees of mental defect, and with widely differing needs in the way of care and training.

I am convinced that we can profitably devote more attention to the feature of manual and industrial training. Our work hitherto in this direction has rather lacked vigor and method. We cannot make too prominent the idea of training our pupils to become practically useful and helpful. The farm and garden and the large new workshops will enable us to do more than ever before in this respect.

I would suggest the need of a small detached building, to be used as a hospital, especially for the care of infectious or contagious diseases. The care of these cases in a building occupied by many other children liable to contract the disease causes much anxiety, and the precautions necessary to prevent the extension of the disease interfere greatly with the school work and involve a good deal of expense. Several times during the past year have we seen the urgent need of such provision.

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

Dr. MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, in account with RICHARD C. HUMPHREYS, Treasurer. Cr.

Rent of safe,	\$10 00	Balance of former account,	\$4,152 19
Extraordinary expenses at Waltham, trenches, etc,	11,695 55	State, annual allowance,	25,000 00
Barn and store-house at Waltham,	236 11	State, new buildings at Waltham,	66,072 86
Expenditure for insurance,	544 93	For board of inmates,	4,706 68
Salary of superintendent,	3,000 00	Collections at school, viz : —	
Auditor's warrants for current expenses,	50,500 00	Board and tuition,	\$37,100 96
Furniture for buildings at Waltham,	748 75	Refunded bills,	925 30
Superintendent, for board of State inmates,	4,706 68	Sales,	198 69
New buildings at Waltham,	78,846 24	Income from funds,	38,224 95
Reinvestment,	2,400 00	Principal, sale of invested funds,	2,222 23
Balance on hand,	841 48	Loan,	8,150 83
			5,000 00
			\$153,529 74

Boston, Oct. 6, 1891.

We have examined the foregoing account, and find the same to be correctly cast and properly vouched, and a balance due by the Treasurer of \$841.48.

CHAS. F. WYMAN, }
GEORGE G. TARBELL, } *Auditors.*

RICHARD C. HUMPHREYS, Treasurer.

Boston, Sept. 30, 1891.

ANALYSIS OF CURRENT EXPENDITURES

AT

MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED.

FOR YEAR ENDING SEPT. 30, 1891.

Meat, 55,825 pounds,	. . . . .	\$3,746 86
Fish, 4,369 pounds,	. . . . .	371 83
Butter, 4,952 pounds,	. . . . .	923 57
Rice and sago,	. . . . .	518 28
Flour and meal,	. . . . .	3,020 19
Vegetables,	. . . . .	788 45
Fruit and berries,	. . . . .	196 47
Milk, 52,567 quarts,	. . . . .	2,638 53
Sugar, 13,293 pounds,	. . . . .	711 71
Tea, 243 pounds,	. . . . .	85 22
Coffee, 2,805 pounds,	. . . . .	393 91
Groceries,	. . . . .	540 98
Gas,	. . . . .	483 56
Oil and turpentine, etc.,	. . . . .	108 12
Coal,	. . . . .	5,673 19
Wood,	. . . . .	21 00
Provisions, ice, etc.,	. . . . .	785 40
Hardware and crockery,	. . . . .	248 37
Bedding and table linen,	. . . . .	2,428 62
Furniture,	. . . . .	2,684 29
Small wares, buttons, thread, etc.,	. . . . .	266 97
Superintendence and instruction,	. . . . .	8,242 21
Domestic services,	. . . . .	13,559 95
Expenses, quarterly meetings,	. . . . .	66 00
Travelling expenses,	. . . . .	289 71
Laundry,	. . . . .	117 36
Shop,	. . . . .	124 59
Stationery,	. . . . .	128 67

20 SCHOOL FOR THE FEEBLE-MINDED. [Oct.

Postage,	\$74 50
School materials, books, papers, etc.,	350 53
Tuning and repairing pianos,	30 00
Medical attendance and medicines,	408 52
Water taxes,	476 50
Insurance,	544 93
Construction and repairs,	1,040 38
Expresses and freight,	270 88
Clothing expenses,	1,041 71
Sundries,	80 70
Stable, grain, hay, etc,	822 03
Wagons and harnesses, blankets, etc,	462 55
Stock,	391 85
Tools,	248 29
Fertilizer, seeds, vines, etc,	124 87
Rent of safe (treasurer),	10 00
	<hr/>
	\$55,542 25

APPENDIX A.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc, as follows:

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth: *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council; and *provided*, that the

governor, lieutenant-governor, secretary of State, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors, whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [Approved April 30, 1851.]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc, as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provisions of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two

in three years ; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next.
[Approved April 9, 1878.]

1886.

[ACTS, CHAP. 298.]

AN ACT concerning the Massachusetts School for the Feeble-minded.

Be it enacted, etc, as follows :

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department ; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion receive, maintain and educate, except in the custodial department,

other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for the commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place

* Repealed, chapter 123, Acts of 1887.

refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution, and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[ACTS, CHAP. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six, entitled, **An Act concerning the Massachusetts School for the Feeble-minded.**

Be it enacted, etc., as follows :

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 28, 1887.*]

RESOLVE providing for the purchase of land for the use of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding twenty thousand dollars, for the purpose of purchasing additional land for the use of the Massachusetts School for the Feeble-minded, to be expended under the direction of the trustees of said institution. The amount of expenditure authorized in this resolve is to purchase

land with a view of establishing the Massachusetts School for the Feeble-minded in another locality, and erecting thereon at some future time such buildings as will suitably provide for the wants of the institution. [*Approved May 26, 1887.*]

1888.

[RESOLVES, CHAP. 82.]

RESOLVE providing for the erection of buildings in the city of Waltham for the use of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding two hundred thousand dollars, to be expended, under the direction of the trustees of the Massachusetts School for the Feeble-minded, for the purpose of erecting suitable buildings for the use of said school to provide for not less than two hundred and fifty patients: *provided*, that a sum not exceeding fifty thousand dollars may be expended during the year eighteen hundred and eighty-eight, and seventy-five thousand dollars during the year eighteen hundred and eighty-nine, and seventy-five thousand dollars during the year eighteen hundred and ninety; *provided, further*, that no portion of the sums mentioned in this resolve shall be expended until plans for said buildings shall have been approved by the governor and council, and until the land, recently purchased in the city of Waltham for the use of said school, shall have been conveyed to the Commonwealth by a good and sufficient deed, and free from all encumbrances. [*Approved May 22, 1888.*]

APPENDIX B.

The closing portion of the report of the trustees for the year ending Sept. 30, 1887, is here reprinted : —

Those to whom we turn for support are entitled to know what is done in this particular institution, and what more can be done if it is removed and rebuilt. It is not merely to the authorities of the Commonwealth that we would speak, but to its citizens, its men, its women and even its children, who, if they knew all the claims upon their sympathy and confidence which this work possesses, would be glad to contribute to it, were it, only by helping to form a public opinion in its behalf. No elaborate statement is needed. Thirty-nine reports have preceded this, and the cause of the feeble-minded has been pleaded among us in public and private for almost half a century.

The act of the Legislature of 1886, under which the school is now administered, provides for two departments, the school proper and the custodial, the latter being for those beyond school age or incapable of being benefited by school instruction. In a broad, indeed, in the only true sense, both departments partake of the nature of a school. In one alone the instruction characteristic of common schools is given to pupils, merely rudimentary training to some, ordinary training to others, but training such as the word generally denotes to all. There is training also, though of a different sort, in the other department. The incurables, as they were called in our early reports, — and their admission into this establishment was long deprecated, — are not untrainables. Their minds may be hard to reach, and harder yet to train ; but they have bodies in sore need of care and discipline, habits to be formed or reformed, manners to be taught, decency and quietness to be secured. The training given them is not scholastic, but it is thoroughly personal, largely moral, and often makes an approach to being intellectual. At any rate, we do not shrink from giving it, nor do we think that it detracts in any way from our dignity as a school to confess that

the usual instruction of a school-room is not for a large number of our pupils. Pupils they are, though reading and writing and all the studies besides cannot be taught them.

“I was once asked,” said an early teacher in our school, “what constitutes an imbecile. The imbecile child,” he answered, “is one who has the fewest of all wants. Perhaps his only want is to be made comfortable, but from that one simple want we shall climb step by step the ladder of wants, and so ascend in part the scale of human development.” This, broadly stated, is the starting-point of our training. Whatever the grade of feeble-mindedness, the first thing is to make the pupil feel a desire to do something he has not done before. If he does not know how to manage his limbs, we excite a wish in that direction. If he is capable of learning how to read, we try to make him desirous of learning. The old French philosopher said as he drew near his end that he did not suffer, but he felt a certain difficulty in existing. Those words describe the feeble-minded in general. They feel, dimly indeed, but still they feel, a certain difficulty in existing, and our duty is to remove it by rousing their exertions against it. It may be the merest animal difficulty, it may be a higher and an intellectual one, but if they are to surmount it they must be led to want to do so. In short, wants are the primary elements of the training we give them.

As they perceive these wants and labor to satisfy them, they form habits, and these are our next points of instruction. Some instructors make them the first. “Habits,” says Dr. Brown of Barre, “in act or thought that become spontaneous and unconscious, are, it seems to me, the basis of all our hopes in reference to improving these feeble-minded ones.” It is to give them these habits which they have not yet acquired that our school labors in all its departments. Habits of body and of mind, cleanly and orderly ways, conduct at rising and at lying down, at table and in the training room, at work and at play, in study if capable of it, in manual labor if capable of that, in domestic employments and at the farm in agricultural industries, — in every practicable occupation habits are to be formed, and their number and character measure the work of the institution for its members. If they can be made voluntary, or, better still, involuntary, then we have reason to consider we have been successful.

This two-fold instruction in wants and habits ranges over a great variety of details. It is almost creative in many cases. Senses are to be stirred, limbs are to be moved and controlled, faces are to be smoothed, voices hushed, speech substituted for cries or moans; and, as one result after another is reached, or even ap-

proached, the boy or girl appears a new creature. There is nearly as striking a change in those whose minds come under more or less intellectual influences. Kindergarten exercises, object lessons, the use of the needle or the tool, the making of mats or brooms, drawing, and many other resources, besides books, paper or slates, are like a constant current to move and develop the mental faculties of our pupils. It is greatly to the credit of our teachers that they have originated many means of their own to attain their end. Some of them have shown positive power, and most of them have happily escaped the mechanical routine under which many a school for able-minded children loses its vitality.

We attach much importance, as must be already apparent, to physical training. Our gymnasium and the movements practised in it are examples of what is constantly going on: but there is a great deal more than can be seen by a visitor, unless he lingers long and penetrates to every part of the institution at all hours. Instead of making the exercises most like those of an ordinary school the test or the crown of our system, exactly the opposite course should be taken in order to form a judgment, and exercises the least like those of common schools should be witnessed and appreciated. Our physical education is necessarily far more varied, and reaches very much deeper below the surface than that of the ordinary school.

Great dependence is placed upon industrial education. It is given in all the ways in which it can be within our walls; and the girls who do well in our sewing-room or in the work of the house, so far as they are allowed to share in it, and the boys who work best at the bench or in the field, are the scholars whom we think most creditable to their teachers, as well as most hopeful for future occupation and well-doing. One of the strong reasons for a new site and new buildings is the expansion that will then be possible for industrial training. The farm at Medfield has proved how much can be done for such boys as ours by employing them out of doors; and when its work can be transferred to Waltham, and immediately connected with other departments, it will become more and more effective. We are glad to report in favor of the present management of the farm as judicious and faithful. It is no slight charge, and success in it deserves cordial recognition.

It is not necessary to say much about the intellectual aims of the school. They are necessarily moderate, but not the less constant or active. No importance is given to merely outward results, but anything that shows the mind to be reached and strengthened is valued as it should be. Moral influence is everywhere attempted, and generally to good purpose. Whatever growth in character

each pupil or inmate can attain is of course the highest object of their teachers and their trustees.

For the school proper there are daily devotional exercises, and the two most advanced classes are gathered in a Sunday-school. The school is divided into four classes: one for boys classified in three grades, one for girls classified in two grades, a kindergarten for younger boys and girls, and an object-teaching class for older boys and girls. There are three classes and three grades in the sewing department; five classes and two grades in the workshop. The exercises in the gymnasium, embracing recitations, singing and dancing, as well as drill and calisthenics, are arranged for various classes and grades.

The inmates of the custodial wards are not classified as thoroughly as might be wished, but there are distinctions among them which are observed and turned to account. From one-third to one-fourth of their number can perform some of the household work in their wards under constant oversight. Some are placed for part of the day in a so-called training-room, and there learn to read and write a very little, or count, or do something as if at school. A larger proportion of girls are taught to sew, though rather rudely. But the aim of this department has been already described as directed towards decency and comfort rather than towards anything which savors of intellectual discipline.

With our present accommodations it is impossible to classify either school pupils or custodial cases with all the exactness which their condition demands; but the nearest approach possible is made, and, on the whole, satisfactorily. The custodial department requires the larger number of divisions according to individual wants. Children or adults, who may be much improved if by themselves or with those of equal grade, are improved but little when placed with others of various grades.

We have endeavored to set forth the operations of this school in the briefest manner consistent with clearness. Our statement shows how much has been done under many disadvantages, and how much more, therefore, may be attempted in favorable circumstances. We need large accommodations: first, in order that we may receive many applicants for whom no room now exists; and, second, that a more complete classification of all our inmates may be secured. We might add, thirdly, that there are peculiar classes of feeble-minded persons for whom special provision may be made, such as marriageable women, whose protection is manifestly for the general welfare as well as for their own. For these, and for other causes on which we need not now dwell, we commend this institution to the benevolent consideration of the Commonwealth.

We would not appeal to the public authorities alone. We are partly a State institution, with half of our trustees appointed by the executive ; but we are also partly a private corporation, electing the other half of the trustees, and representing the whole community. This is an organization under which other charitable institutions have prospered as well as ours, and there is no sound reason for changing it. On the contrary, it has every claim to be continued, and particularly that side of it which opens into the great constituency of the men and women making up our people. To them we now turn in closing, and ask them to take this school and its interests into personal consideration, and then, if they find it deserving, to give it their confidence and support. It would be a noble monument to any individual, or to any society, if one of the new buildings we are seeking to erect were to bear the name of those erecting it, or of some one to whose memory it might be raised. It would be an equally fair memorial if a fund were established in remembrance of the donor or of a departed friend, the interest of which could be applied to many desirable objects beyond the limits of our State appropriations. We have had but few private benefactors. They may have been limited by various suppositions, such, for example, as that the State does all we want, and that we rely on its bounty alone. Or it may have been thought that we are engaged in an unattractive and thankless work, with which others cannot readily associate themselves. Neither of these or of any kindred conditions really exists. We desire private friends and helpers, and they may be assured of witnessing such results from their assistance as will make them glad that they were able to render it. Could but a few join with us in the present effort to provide more adequately for those whose condition calls for all our sympathies, could but one or two of the many munificent citizens of this neighborhood contribute to building our houses at Waltham, and to furnishing them with all they need in order to be homes for those who are to dwell in them, the future of this school would be assured.

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission, in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts,

two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak, and one pair of mittens.

The post-office address of the school is WAVERLEY. CLEMATIS Brook is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without this order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training, of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency, of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that, if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

Further contributions of all sorts of material for the industrial work of the pupils will be gratefully received, and put to good uses. Articles such as remnants and scraps of silk, worsteds, prints, flannels, carpets old and new, rags suitable for rugs, and the like, are in great demand, and none too many can be given us.

PUBLIC DOCUMENT No. 28.

FORTY-FIFTH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1892.

BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

18 POST OFFICE SQUARE.

1893.



FORTY-FIFTH

ANNUAL REPORT OF THE TRUSTEES

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STATE HOUSE, BOSTON

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TO
ATTORNEY GENERAL

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 13, 1892.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR: — I have the honor to transmit to you a copy of the forty-fifth annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,
Secretary.

TRUSTEES FOR 1892-1893.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN.

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

JOHN F. ANDREW,	. . . . .	BOSTON.
ELIOT C. CLARKE,	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE,	. . . . .	BOSTON.
JOHN CUMMINGS,	. . . . .	WOBURN.
J. S. DAMRELL,	. . . . .	BOSTON.
WILLIAM A. DUNN,	. . . . .	BOSTON.
SAMUEL ELIOT,	. . . . .	BOSTON.
SAMUEL HOAR,	. . . . .	CONCORD.
JOHN C. MILNE,	. . . . .	FALL RIVER.
W. W. SWAN,	. . . . .	BROOKLINE.
GEORGE G. TARBELL,	. . . . .	BOSTON.
ERSKINE WARDEN,	. . . . .	WALTHAM.

State Board of Visitors, ex officio.
GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,
AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1892-1893.

Superintendent.

WALTER E. FERNALD, M.D.

Matron.

MRS. I. R. BARBOUR.

Matron of Asylum Department.

Miss AUGUSTA DAMRELL.

Steward.

MR. I. R. BARBOUR.

Clerk.

Miss E. W. PETERSON.

Farmer and Outdoor Supervisor.

MR. JOHN B. HULL, JR.

Teachers.

Miss L. L. MOULTON.

MRS. S. E. SHAFFER.

Miss L. J. SANDERSON.

Miss MARION WESTON.

Instructor in Physical and Manual Training.

MR. F. W. KNIGHT.

Matron of Boys' Dormitory.

Miss SARAH SUTHERLAND.

Matron of Girls' Dormitory.

Miss ANNIE WALLACE.

Matron of Farm House.

Miss CLARA McPHEE.

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- Fred'k L. Ames, North Easton.
Michael Anagnos, South Boston.
John F. Andrew, Boston.
Nathan Appleton, Boston.
Henry Barnard, Hartford, Conn.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Mrs. Margaret C. Bliss, Boston.
Chas. P. Bowditch, Jamaica Plain.
Rev. Phillips Brooks, Boston.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Geo. C. S. Choate, M.D., N. Y. City.
Charles R. Codman, Boston.
Eliot C. Clarke, Boston.
Mrs. Alice de V. Clarke, Boston.
E. S. Converse, Malden.
Mrs. Elizabeth E. Coolidge, Boston.
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John Cummings, Woburn.
Benj. Cushing, M.D., Dorchester.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
Benjamin Dean, South Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Samuel Eliot, Boston.
Miss Ellen Emerson, Concord.
Edw. W. Emerson, M.D., Concord.
William Endicott, Jr., Boston.
Clement K. Fay, Brookline.
Walter E. Fernald, M.D., Boston.
Mrs. Emily A. Fifield, Dorchester.
Jonathan V. Fletcher, Belmont.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edward E. Hale, Boston.
Rev. David G. Haskins, Cambridge.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Clement H. Hill, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Miss Abbey Hosmer, Concord.
Richard C. Humphreys, Boston.
Lurnan T. Jefts, Hudson.
Charles H. Joy, Boston.
Henry Lee, Boston.
Frederic W. Lincoln, Boston.
John Lowell, Chestnut Hill.
Miss Abby F. Marble, New Bedford.
Fred W. G. May, Dorchester.
Emily Metcalf, M.D., Waltham.
John C. Milne, Fall River.
Rev. J. F. Moors, Greenfield.
Mrs. Emily M. Morison, Boston.
Dr. J. Henry Robinson, Southborough.
Rev. Andrew P. Peabody, Cambridge.
Rev. Francis G. Peabody, Cambridge.
Miss Laliah B. Pingree, Boston.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Miss Hannah L. Rantoul, Beverly.
Mrs. Henry Richards, Gardiner, Me.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
George B. Shattuck, M.D., Boston.
George C. Shattuck, M.D., Boston.
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Leverett Saltonstall, Newton.
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Henry Stone, Boston.
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John C. Thorpe, Waltham.
C. B. Tillinghast, Boston.
Albert Tolman, Worcester.
Henry Tuck, M.D., New York.
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Erskine Warden, Waltham.
Mrs. Elizabeth C. Warden, Waltham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Mrs. Kate Gannett Wells, Boston.
Henry Williams, Boston.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 13, 1892.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Education and the State Board of Lunacy and Charity.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1892.

The statistics of the institution are set forth in full in the accompanying reports of the superintendent and treasurer. The average number of children present throughout the year has been 364. The current expenses for the year have amounted to \$61,891.48, or \$3.27 per week for each inmate. We continue to receive from the treasurer of the Commonwealth \$25,000 annually for the instruction and support of the pupils in the school department. This annual allowance from the State has been the same during the preceding five years. In 1887, there were in the school 79 beneficiaries of the Commonwealth. On the 30th of September last there were upon the rolls of the school 174 beneficiaries of the Commonwealth. Every child belonging to this State capable of benefit from school instruction who has applied for admission during the past year has been admitted and taken care of without expense to the parents or the place of residence. At the close of the year there were 120 custodial cases. In 1885 there were 80. At the close of the year there were present in both departments 100 young women and large girls. We have continued to take epileptics whose minds

have become enfeebled. For several years no applicant has been refused for the sole reason that the applicant was an epileptic. The girls' dormitory, the last of the originally proposed buildings at Waltham, has been finished, but as yet the sale of the estate at South Boston, from which it was planned to pay for the dormitory, has not been effected. The treasurer's books therefore show a debt of several thousand dollars, most of which it is expected will be discharged without calling upon the State for assistance. We shall, however, ask the State for an extra appropriation of \$5,000 for money spent for furniture and machinery over and above the appropriation granted for their purchase in 1890. We shall ask the Legislature for an appropriation for a small building to be used as a hospital for contagious diseases. While the number of inmates remains substantially as at present, we are disposed, as respects ordinary sickness, to regard the whole institution as a large hospital.

Parents who are struggling to pay the charges for the support and care of their children at the school often express to the superintendent their anxiety for the future. It requires a parent's love to keep the unfortunate ones from becoming a charge to the public. Can they in any way be assured that after their own death their helpless children shall live on as they do now? Savings left to relatives or others, the income of which is to be devoted to the child's support, will not be absolutely secure, and for some reason or other the future guardian, even when the property remains intact, may remove his ward from the home which has been so satisfactory to the parent.

We recommend the passage of a law authorizing the trustees of the Massachusetts School for the Feeble-minded to take as a permanent inmate any feeble-minded person, being a proper subject to be an inmate of the school, in whose behalf there shall have been paid into the treasury of the school, for the use of the school, a sum of money to be fixed by the trustees in each instance.

Recognizing with the best educators of the present day that manual training is intellectual training, we continue in the school department, as distinguished from the custodial

department, a considerable number of pupils after they have passed the ordinary school age of bright children. So, too, we still classify as in the school department several of the older girls, who, having reached the limit of their improvement by the study of books, are employed in household work or assist in the care of purely custodial cases. It would be wicked to turn these girls into the street; it would be scarcely less a crime to send some of them to their homes; and it does not seem fitting that any ward of the State, who has been educated at the expense of the State, shall be allowed to become a burden to her native town. We do not think further legislation is necessary for authority to pursue this course, but we call the attention of the Legislature to the subject.

In May there occurred a mild epidemic of scarlet-fever. It broke out in the boys' dormitory. The farm-house was immediately made a hospital, its inmates being transferred to the boys' dormitory. There were five cases of scarlet-fever, and all recovered. There has also occurred a more alarming epidemic of typhoid fever. It made its appearance just at the close of the last school year, and continued nearly through December. It was at first confined to the employees. In all there were sick twenty-four employees and six children. One attendant and one child died. The children who were sick caught the disease near the end of its visitation, — why so late it is impossible to say, for all lived together in the custodial building as members of one family. The source of the epidemic has not been traced. The experts of the State and local boards of health were unable to find it, although the system of sewerage, which was used for that portion of the institution with the approval of the State Board of Health, was looked upon with suspicion. It gives us satisfaction to record the fidelity of our attendants and other employees during the distressful period. More than half of them were sick. Everybody was doing double work. There were three attendants sick in one ward. One was taken down one day, another the next, and then another. Yet no one left or sought to leave, although early in the epidemic all were assembled, and it was announced that any one

wishing to leave might do so. To remain at one's post in the faithful discharge of duty while one's comrades are taken down one after another with a deadly disease, demands a sounder heart than to stand fast in battle. With the exception of these epidemics the health of the inmates has been excellent.

As appears in the superintendent's report, the pupils in the school-rooms have made good progress, although their school year has been a broken one. The principal feature in the school department has been the introduction of a system of manual training known as the Russian system. It was brought to the country from Moscow in the form of an educational exhibit for the Centennial Exposition at Philadelphia, where it was discovered by one of the leading educators of this State. It has lately been adopted in a large number of the public grammar schools in several States as a part of the regular course of instruction. Its object is solely the development of the child, and it does not concern itself with the thing created by his work. It is thus to be distinguished from industrial training in which it is sought to make the work done by the pupil of some pecuniary advantage either to himself or to the person, corporation or government at whose charge he gets his instruction. The peculiar adaptability of this system of manual training to the education of the feeble-minded will be recognized after reading the superintendent's report. The name implies the mere training of the hand, but every movement of the hand results from, or is accompanied by, a movement of the mind. Yet the mind is not at any time taxed beyond the easy comprehension of the child. He is not at the beginning mystified or overcome with a shadowy idea of construction. He learns to saw straight. He comes to know when he saws straight. He knows when he saws crooked. He knows the difference between the two. He learns to plane a surface to a level. He comes to know when the surface is level. As he saws straight and planes straight his muscles become more and more accurate in their movements. If he has no organic defects, he gets to see straight, to walk straight. It may take a long time before he can saw straight

and plane to a level. He is given a chisel. With it he cuts to lines. Then he himself draws the lines. He makes measurements. By gradual steps he makes a mortise without the faintest idea of anything to be done with it. At length he fits two pieces of wood together; and he does not do this without having a pretty fair understanding why they fit, or at least a pretty accurate comprehension of what he must do to make two pieces of wood fit together well. The poor fellow's brain has kept company with his hands.

Industrial training in shops may follow to some extent, and if our boys remain long enough we may, perhaps, have workshops to a considerable measure self-supporting. We do not, however, expect much in this direction.

It was not until the typhoid fever had disappeared that the last of the children were brought from South Boston. The old buildings were abandoned Dec. 28, 1891. Then was realized a wish expressed in one of our earliest reports. The school was incorporated by an act approved April 4, 1850, but no measures were taken by the corporation to form a school until the fall of 1851, after the expiration of the three years for which an experimental school had been organized by the State. The incorporated school then formed was merely the experimental school reorganized. Dr. Howe, who had been superintendent of the experimental school, became the superintendent under the new organization. In his final report, touching the earlier school, he wrote: "A school for idiots should be in a spacious and commodious building, and *in the country*, or at least provided with sufficient land for agricultural pursuits." The school is now "in the country," and a more desirable location in the country there can hardly be. It is healthy, — we are sure that the location had nothing to do with bringing on the epidemics, — central in regard to population, easy of access and retired. We have land enough for immediate wants. The estate is admirably adapted for carrying on the school proper and the custodial department under a single head. Our ninety-five acres afford sufficient farming land to occupy a large number of the big boys, and all the grounds needed for play and for the out-of-door life of such of the children as are too feeble in

body or intellect, or both, either to work or to play. There are woods and open fields, hills and valleys. Not only is the little community dwelling here shut in from the stare of the outer world, though surrounded by no wall, but it may be divided into as many groups as desired, and each group have its own secluded nook or corner for recreation unseen or undisturbed by any other. The new buildings correspond with the grounds upon which they stand. They are "spacious and commodious," and well adapted to their purposes. With the exception of the new girls' dormitory they have been fully described in these reports, and more than once the assertion has been made that they are the best public buildings of their general character for the money expended that can be found in America. The girls' dormitory, finished this year, is in no wise inferior to any of the buildings which has preceded it.

Among the 398 children now dwelling here may be found every grade of feeble-minded, from the illy made child whose only sensation discernible to others is that of hunger, to the good-looking, even handsome boy or girl in whose company one might travel across the continent without discovering the lack of intellect. It would probably be better in every way for all these inmates, and better for the State economically, if this school were their permanent home. It used to be thought best for all concerned that feeble-minded children should be returned to their parents after a few years of instruction and training in an asylum. Directly the contrary, in most cases, is now the belief of those who have had the greatest experience in teaching and training the feeble-minded. Outside of a humanitarian view, the pecuniary advantage to the community of an asylum for feeble-minded girls as a prevention of the birth of imbecile offspring is now everywhere acknowledged. Retain in our institutions the feeble-minded of both sexes, and there will be no more Juke families.

Dr. Edward Jarvis, a member of the board of trustees from the beginning of the school until his death in 1884, in a paper written before the school was organized, says: "Very few idiots marry. This is a blessing, and so far it is

a safeguard to the race. Humanity requires that the succession of idiots be arrested. Yet many weak-minded persons and some simpletons marry and leave another generation more weak or simple than themselves. . . . But the most lamentable and certain, though less frequent, cause of congenital idiocy is the lasciviousness of some female idiots, whose illegitimate offspring are almost always like themselves, — idiotic and lustful." Again in the same paper he writes: "Some of the children of tainted families receive the predisposition of idiocy from their parents and carry it with them through life; but very careful management and judicious education avert all exciting causes, and these persons pass respectably through the world; yet they may transmit their hereditary taint to their children. Then this third generation, if not as well trained and guarded as their parents, may meet with exciting causes and become idiotic. Or, if they pursue the faithful course of their fathers, the taint may still lie dormant in them, and they may escape, but yet possibly transmit the taint to the fourth generation, who may or may not be idiots, according to their education and self-management." *

It has been a custom in these reports to note from time to time the work done elsewhere for the feeble-minded. While our school was still in cramped quarters at South Boston, and before we set about building at Waltham, twelve other State schools for teaching and training feeble-minded children had been organized, and some of them had expanded to great institutions. The State institutions of Pennsylvania and Ohio had crept close upon the one thousand inmate mark. To-day these institutions have fully that number, and the two of New York nearly as many. The Illinois school for feeble-minded has more than six hundred inmates, the Indiana school more than four hundred, the Iowa school more than four hundred and the Minnesota school more than three hundred. California, new in the work, is providing accommodations at the outset for one thousand inmates. The new State of Washington is organizing a department for the

* See Twenty-eighth Annual Report, Massachusetts Public Document, No. 28, of 1875.

feeble-minded as a branch of the Washington School for Defective Youth, and has passed a law compelling the attendance of all feeble-minded youth in the State. Pennsylvania has still the largest school. The plan of her institution is generally copied, in a great measure, by other State institutions of more recent date. It provides for the care of all classes of feeble-minded, including epileptics. There is a central building for the teachable portion of a school-attending age, and there are separate detached buildings for the adult, the helpless, the epileptic and unteachable portion. This is known as the colony system. Training and education are provided for those capable of profiting thereby, labor and trades for those able to work, and protection for those who, whether able or unable to work, may not wisely be left to themselves. At the Kentucky school special attention is paid to industrial training, and the managers point with pride to their shops, which, after paying the salaries of the instructors and buying all the materials used, pay a small profit, holding the State entirely free from expense. Ohio and Illinois carry on immense farms and rejoice in great herds of cattle. It is claimed that with additional land the entire Ohio institution can be made self-supporting. New York is now making especial provision for feeble-minded large girls and women. Besides the States mentioned above, Connecticut, Kansas, Nebraska and New Jersey have State schools for feeble-minded youth; and Delaware, Maine, Rhode Island and Georgia provide for the instruction and training of their feeble-minded children at the schools of other States.

From a study of the official reports of many of these State institutions, together with stenographic reports of the proceedings of conferences of their superintendents, who meet annually to exchange views, we feel assured that our own school, under its present able and earnest superintendent, has a position in the front rank of institutions for ameliorating the condition of the feeble-minded. The question in this State to-day is, not whether public provision shall be made for the education and care of all its feeble-minded children, but how shall such education and care be most

wisely given. We feel that the Massachusetts School for Feeble-minded is worthy of the confidence of the Legislature and the people. But the problem is a vast one. There are more than three thousand feeble-minded persons in Massachusetts.

JOHN F. ANDREW,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
WILLIAM A. DUNN,
SAMUEL ELIOT,
SAMUEL HOAR,
JOHN C. MILNE,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,

Trustees.

REPORT OF THE SUPERINTENDENT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby present the following report for the year ending Sept. 30, 1892 : —

	Males.	Females.	Totals.
Number of pupils present Sept. 30, 1891, . . .	195	150	345
Admitted during the year,	63	41	104
Whole number present during the year, . . .	258	191	449
Discharged during the year,	23	16	39
Died during the year,	6	6	12
Number present Sept. 30, 1892,	229	169	398
Average number present during the year, . .	209	155	364
School cases admitted during the year, . .	40	16	56
Custodial cases admitted during the year, .	24	24	48
Private pupils now present,	14	7	21
School beneficiaries of Massachusetts, . .	112	62	174
Custodial cases supported by the State, . .	23	24	47
Custodial cases supported by cities and towns, .	40	38	78
Beneficiaries of other New England States, .	15	9	24
Applications for admission during the year, .	105	66	171

The cases admitted during the year represent almost every phase and degree of congenital mental defect, from the simply backward boy or girl needing special school training to the helpless being unable to move or to speak, who must be fed and nursed like an infant. The admissions have included an unusually large proportion of boys and girls of the school grade, capable of receiving much benefit from our instruction. There were 11 older boys, past the school age but of fair intelligence, who ought to be developed into useful men. There were 16 females over fourteen years of age, many of whom are capable of much

industrial training. Among the cases admitted in the custodial department were 23 with decidedly untidy habits, 19 were epileptic, 11 were partially paralyzed, 6 were totally helpless in every respect, 6 others were unable to feed themselves and 1 was totally blind. In five instances two brothers have been admitted at the same time.

Of the discharges, 22 were kept at home by the parents or friends, 5 were removed by order of overseers of the poor, 2 had become trained sufficiently to enter the public schools, 4 were kept at home to work, 3 were insane, 2 had no settlement in this State and 1 was transferred to the school for the deaf at Northampton.

Of the 12 deaths, 4 were from consumption, 2 from marasmus, 5 from epilepsy and 1 from typhoid fever.

At the last annual meeting we expected to move the school department from South Boston within a few weeks. The outbreak of typhoid fever made it advisable to delay the transfer until the disease had entirely disappeared. The last of the children and the entire family moved from the old to the new buildings on the 28th of December. This delay prevented the opening of our schools until the beginning of the new year.

We have reason to be satisfied with the arrangement of our new institution buildings. The plan of detached and separate departments greatly facilitates the proper classification of our inmates, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: At the girls' dormitory are all the girls of the school grade; at the boys' dormitory are the boys in the school department, and the better class of custodial boys; at the farm-house are the large boys or men who are employed on the farm and with the outside work; at the asylum are the younger custodial boys, the custodial females of all ages and the working force of grown women. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution

into four comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistake of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into six well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and outdoor recreation, thus securing healthy change and variety. Judging from the results obtained this year, this class work will greatly increase the possibilities of our school training.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these

dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly two hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

At the beginning of this year our manual training department was thoroughly reorganized. The training room was equipped with a first-class outfit of tools and benches. Three of our teachers prepared themselves for this work by attending a normal course at the North Bennet Street Industrial School. The boys were graded into small classes, and these classes have received systematic, progressive training throughout the year. The teachers and pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much

benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The varied routine work of a large institution affords a variety of occupations where the inmates can be employed with great benefit to themselves and to the advantage of the institution. This practical industrial training is a very important part of the education of our pupils. They are much happier and better off in every respect when they know they are doing some useful work. I hardly know how we would control and manage some of our larger boys and girls if their surplus energies were not worked off by a reasonable amount of manual labor.

Certain daily duties are assigned to each boy and girl, and these duties are often changed, to make them familiar with different kinds of work. The boys take great interest in the farm and garden work. This year they have picked hundreds of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They did all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One boy devotes all his time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our four hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mend-

ing and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing-machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" is often quite touching. This responsibility wonderfully helps in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

The parents of quite a number of our children have often expressed a wish that it was possible, by payment of a fixed sum, to make provision for the life care of their feeble-minded children. Even with people moderately well off, the uncertainty of financial investments and the fear that funds left for this purpose may be otherwise diverted, cause much anxiety as to the fate of the child after the death of the parents. Some such provision would afford great comfort to the parents, and would increase the permanent funds of the school. It would also give charitably disposed persons an opportunity to endow life memberships where direct and tangible results could be seen.

At the beginning of the last school year a severe epidemic of typhoid fever made its appearance at the asylum building. In spite of the most careful precautions, case after case appeared, until twenty-four employees and six inmates contracted the disease. The epidemic continued till the middle of December. One attendant and one inmate died. The expert sanitary authorities whom we consulted, after thorough and repeated examinations of our buildings and premises, found everything in irreproachable sanitary condition, and could suggest no additional precau-

tions. The source of the disease and the manner in which it was communicated remains a mystery. The bravery and loyalty of our officers and employees during this long sickness deserves the most profound appreciation and gratitude. In May, five cases of scarlet-fever appeared in rapid succession at the boys' dormitory. These children were isolated in the farm-house, which was turned into a temporary hospital. All the cases were light, and all quickly recovered. The prompt removal and isolation of these cases undoubtedly prevented a more serious epidemic. These two epidemics in one year, strongly emphasized the urgent need of an isolated hospital building. The new cases admitted and the many people who visit the children are liable at any time to bring here some infectious or contagious disease. The general health of our inmates has been as good as usual.

The current expenses have amounted to \$61,891.48, or \$3.27 per week for each inmate. The annexed analyzed schedule of expenditures shows how this sum has been expended.

Respectfully submitted,

WALTER E. FERNALD,

Superintendent.

DR. MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, *in account with* RICHARD C. HUMPHREYS, *Treasurer.* Cr.

Rent of safe,	\$10 00	Balance from former account,	\$841 48
Extraordinary expenses,	13,403 13	State, annual allowance,	25,000 00
Expenditure for insurance,	468 03	State, new buildings at Waltham,	810 51
Salary of superintendent,	3,090 00	State, furnishing new buildings,	7,773 16
Auditor's warrants for current expenses,	58,413 45	State, board of inmates,	5,117 85
Superintendent, for board of State inmates,	5,117 85	Insurance premium refunded,	44 21
Advertising South Boston property,	37 00	Collections at school, viz.: —	
Interest paid on borrowed money,	1,690 20	Board and tuition,	\$35,282 57
New buildings and furnishings,	20,907 42	Refunded bills,	1,037 44
Architect's services,	3,632 56	Sales,	301 28
		Income from funds,	36,621 29
		Principal, sale of invested funds,	3,006 38
		Loan,	4,425 14
		Amount due Treasurer,	22,800 00
			239 62
			\$106,679 64

Boston, Oct. 12, 1892.

We have examined the foregoing account, and find the same correctly cast and properly vouched, and showing a balance due the treasurer of \$239.62.

GEORGE G. TARBELL, }
CHAS. F. WYMAN, } *Auditors.*

RICHARD C. HUMPHREYS, *Treasurer.*

Boston, Sept. 30, 1892.

ANALYSIS OF CURRENT EXPENDITURES

AT

MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED.

FOR THE YEAR ENDING SEPT. 30, 1892.

Meat, 69,397 pounds,	\$4,637 68
Fish, 3,755 pounds,	356 28
Butter, 6,130 pounds,	1,289 32
Rice and sago,	614 39
Flour and meal,	1,989 40
Potatoes and other vegetables,	792 00
Fruit and berries,	402 24
Milk, 58,197 quarts,	2,791 80
Sugar, 17,241 pounds,	770 33
Tea, 224 pounds,	78 40
Coffee, 4,551 pounds,	657 30
Groceries,	1,078 88
Gas,	101 85
Oil and turpentine,	355 92
Coal,	4,841 73
Provisions,	256 67
Ice,	409 59
Hardware and crockery,	592 97
Bedding and table linen,	652 13
Furnishings,	975 49
Small wares, buttons, thread, etc.,	719 49
Superintendence and instruction,	7,562 01
Wages and labor,	17,004 02
Expenses quarterly meetings,	17 50
Travelling expenses,	273 29
Laundry,	335 86
Shop,	30 90
Stationery, blank books, etc.,	485 33
Postage,	119 28
School materials, books, papers, etc.,	566 78
Tuning and repairing pianos,	30 00

Nurses, medicines and extra medical attendance, . . .	\$1,569 90
Water tax,	742 25
Insurance,	533 03
Construction and repairs,	2,980 08
Expresses and freight,	392 88
Clothing and clothing material,	2,062 08
Sundries,	195 12
Stable, grain, hay, etc.,	1,376 81
Wagons, harnesses, blankets, etc.,	160 04
Stock,	338 00
Tools,	222 10
Fertilizer, vines, seeds, etc.,	400 78
Telephone rent,	119 58
Rent of safe (treasurer),	10 00
	<hr/>
	\$61,891 48

APPENDIX.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows :

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth : *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council ; and *provided*, that the

governor, lieutenant-governor, secretary of State, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors, whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provisions of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two

in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next.
[Approved April 9, 1878.]

1886.

[ACTS, CHAP. 298.]

AN ACT concerning the Massachusetts School for the Feeble-minded.

Be it enacted, etc., as follows:

SECTION 1. The Massachusetts school for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion receive, maintain and educate, except in the custodial department,

other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for the commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place

* Repealed, chapter 123, Acts of 1887.

refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution, and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[ACTS, CHAP. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six, entitled, An Act concerning the Massachusetts School for the Feeble-minded.

Be it enacted, etc., as follows:

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 27, 1887.*]

RESOLVE providing for the purchase of land for the use of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding twenty thousand dollars, for the purpose of purchasing additional land for the use of the Massachusetts School for the Feeble-minded, to be expended under the direction of the trustees of said institution. The amount of expenditure authorized in this resolve is to purchase

land with a view of establishing the Massachusetts School for the Feeble-minded in another locality, and erecting thereon at some future time such buildings as will suitably provide for the wants of the institution. [*Approved May 26, 1887.*]

1888.

[RESOLVES, CHAP. 82.]

RESOLVE providing for the erection of buildings in the city of Waltham for the use of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding two hundred thousand dollars, to be expended, under the direction of the trustees of the Massachusetts School for the Feeble-minded, for the purpose of erecting suitable buildings for the use of said school to provide for not less than two hundred and fifty patients: *provided*, that a sum not exceeding fifty thousand dollars may be expended during the year eighteen hundred and eighty-eight, and seventy-five thousand dollars during the year eighteen hundred and eighty-nine, and seventy-five thousand dollars during the year eighteen hundred and ninety; *provided, further*, that no portion of the sums mentioned in this resolve shall be expended until plans for said buildings shall have been approved by the governor and council, and until the land, recently purchased in the city of Waltham for the use of said school, shall have been conveyed to the Commonwealth by a good and sufficient deed, and free from all encumbrances. [*Approved, May 22, 1888.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission, in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts,

two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak, and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without this order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training, of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency, of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that, if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified. •

PUBLIC DOCUMENT

. . . . No. 28.

FORTY-SIXTH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1893.

BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

18 POST OFFICE SQUARE.

1894.



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ANNUAL REPORT OF THE TRUSTEES

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 12, 1893.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR:— I have the honor to transmit to you a copy of the forty-sixth annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,
Secretary.

TRUSTEES FOR 1893-1894.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN.

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

JOHN F. ANDREW,	. . . . .	BOSTON.
FRANCIS J. BARNES,	. . . . .	CAMBRIDGE.
ELIOT C. CLARKE,	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE,	. . . . .	BOSTON.
JOHN CUMMINGS,	. . . . .	WOBURN.
J. S. DAMRELL,	. . . . .	BOSTON.
SAMUEL ELIOT,	. . . . .	BOSTON.
SAMUEL HOAR,	. . . . .	CONCORD.
JOHN C. MILNE,	. . . . .	FALL RIVER.
W. W. SWAN,	. . . . .	BROOKLINE.
GEORGE G. TARBELL,	. . . . .	BOSTON.
ERSKINE WARDEN,	. . . . .	WALTHAM.

State Board of Visitors, ex-officio.
GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,
AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1893-1894.

Superintendent.

WALTER E. FERNALD, M.D.

Matron.

MISS AUGUSTA DAMRELL.

Matron of Asylum Department.

MISS ANNIE WALLACE.

Steward and Farmer.

MR. JOHN B. HULL, JR.

Clerk.

MISS E. W. PETERSON.

Teachers.

MISS L. L. MOULTON.

MRS. S. E. SHAFFER.

MISS L. J. SANDERSON.

MISS EVERETTA PACKER.

Instructor in Physical and Manual Training.

MR. F. W. KNIGHT.

Matron of Boys' Dormitory.

MISS MABEL O. COLBURN.

Matron of Girls' Dormitory.

MISS LIZZIE BARNES.

Matron of Farm House.

MISS CLARA MCPHEE.

MEMBERS OF THE CORPORATION.

- Michael Anagnos, South Boston.
John F. Andrew, Boston.
Nathan Appleton, Boston.
Henry Barnard, Hartford, Conn.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Mrs. Margaret C. Bliss, Boston.
Chas. P. Bowditch, Jamaica Plain.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Charles R. Codman, Boston.
Eliot C. Clarke, Boston.
Mrs. Alice de V. Clarke, Boston.
E. S. Converse, Malden.
Mrs. Elizabeth E. Coolidge, Boston.
Rev. Samuel B. Cruft, Boston.
John Cummings, Woburn.
Benj. Cushing, M.D., Dorchester.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
Benjamin Dean, South Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Samuel Eliot, Boston.
Miss Ellen Emerson, Concord.
Edw. W. Emerson, M.D., Concord.
William Endicott, Jr., Boston.
Clement K. Fay, Brookline.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
Jonathan V. Fletcher, Belmont.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. David G. Haskins, Cambridge.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Clement H. Hill, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Miss Abbey Hosmer, Concord.
Richard C. Humphreys, Boston.
Luman T. Jefts, Hudson.
Henry Lee, Boston.
Frederic W. Lincoln, Boston.
John Lowell, Chestnut Hill.
Miss Abby F. Marble, New Bedford.
Fred W. G. May, Dorchester.
John C. Milne, Fall River.
Rev. J. F. Moors, Greenfield.
Mrs. Emily M. Morison, Boston.
Dr. J. Henry Robinson, Southborough.
Rev. Francis G. Peabody, Cambridge.
Miss Laliah B. Pingree, Boston.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Miss Hannah L. Rantoul, Beverly.
Mrs. Henry Richards, Gardiner, Me.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
George B. Shattuck, M.D., Boston.
George C. Shattuck, M.D., Boston.
Fred'k C. Shattuck, M.D., Boston.
Leverett Saltonstall, Newton.
Benj. F. Spinney, Lynn.
Mrs. Elizabeth Stone, Waltham.
Henry Stone, Boston.
William W. Swan, Brookline.
Mrs. Helen G. Swan, Brookline.
George G. Tarbell, M.D., Boston.
John C. Thorpe, Waltham.
C. B. Tillinghast, Boston.
Henry Tuck, M.D., New York.
Mrs. Mary G. Ware, Lancaster.
Erskine Warden, Waltham.
Mrs. Elizabeth C. Warden, Waltham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Mrs. Kate Gannett Wells, Boston.
Henry Williams, Boston.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 12, 1893.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Education and the State Board of Lunacy and Charity.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1893.

The number of feeble-minded persons of all descriptions now present in the institution is 420. Of these, 145 are beneficiaries of the Commonwealth in the school department; 53 are supported by the Commonwealth in the custodial department; 165 are supported by cities and towns in the custodial department; 29 are private pupils supported by their parents or guardians, who with two exceptions pay us only the actual cost of maintenance and instruction; and 28 are beneficiaries of other States, paying, according to the statute, each \$300 per year. The average number of all descriptions has been 398. The number in the school department is 29 less than at the close of the school year of 1892, but is the same as it was at the close of the year 1891.

In February last a necessary reclassification of the school was made, which resulted in the transfer of about 50 children from the school to the custodial department. They were mostly cases that had been long in the school and were too old for further school instruction, but for whom there seemed to be no other proper resting place. The additional income resulting from this transfer has enabled us to keep up the

repairs of the establishment, to procure a full stock of farming implements and a complete outfit of tools and apparatus for manual training department, to provide ample fire-escapes, to make an addition to the school-house and gymnasium for a storeroom, and even to build a small carpenter shop, all charged to our current expenses, without increasing the hitherto average cost of each inmate. The vacancies in the school department were becoming necessary for the admission of young children of feeble minds that have a claim upon the Commonwealth for education, and they are rapidly filling up. It was said in our report a year ago that every child of feeble mind belonging to this State capable of benefit from school instruction that had applied for admission during the preceding year had been admitted and taken care of without expense to the parents or place of residence. The same may be said of the year just past.

Of the inmates of the school in both departments, 118 are females over fifteen years of age.

We have received from the Commonwealth the usual annual appropriation of \$25,000 for the instruction and support of pupils in the school department; also \$10,188.38 for custodial cases supported by the Commonwealth. An appropriation of \$8,000 was granted the school for a hospital for contagious and infectious diseases. The building has been contracted for within the appropriation, and will be finished and ready for use before the close of the current year. There was also an appropriation of \$1,000 granted by the Legislature for the construction of sewers within the grounds. This work has been completed within the appropriation.

The current expenses of the year have amounted to \$66,035.64, or \$3.18 per week for each inmate.

Our permanent fund has been increased \$5,000, a legacy by the will of the late T. O. H. P. Burnham of Boston.

With the exception of a mild epidemic of measles, in which there was not a fatal case, the health of the 400 inmates has been good.

More has been accomplished during the past year to ameliorate the condition of idiots and feeble-minded persons belonging to the Commonwealth than in any previous year

in the history of the Commonwealth. Four hundred members of the human family, many of whom had they lived at a period sixty years since would have been left in utter neglect, and many of whom would have gone from bad to worse, now receive from a generous public all the care and all the essentials of life that humanity can command. The trustees ask nothing more than is now freely given them on behalf of the four hundred persons that have been committed to their charge. But there are more than 3,000 feeble-minded persons in the State, and our dormitories are full.

Never before has the school been in such perfect working condition as now. And this may be said of all the departments in detail. More progress has been made in the school proper than ever before. Never before has such advance been made in manual training. Never has there been such success in the habit training of those of low intelligence. We have an efficient corps of teachers, matrons, and attendants, working in harmony. The school is a perfected whole. For this condition of affairs the trustees, the corporation and the community are indebted to the ceaseless labors of Dr. Fernald, our superintendent. Little is left for the trustees to do. They now rarely suggest, but rather follow suggestions, or authorize a course suggested. The superintendent is the master spirit of the institution, and is unsurpassed in knowledge and skill requisite to deal with feeble-minded persons of every grade, singly and *en masse*.

Nothing of importance, however, is done without the knowledge of the trustees. All admissions and discharges are reported and considered by name, and much time is spent at the meetings and elsewhere in investigating cases where there is dispute between parties obtaining and seeking commitment and parties opposing the same or seeking discharge of inmates.

The property at South Boston remains unsold. The trustees, however, have confidence that eventually it will be sold for a sum sufficient to discharge the debt incurred in building the girls' dormitory.

An account more in detail of the work accomplished during the past year will be found in the accompanying report of the superintendent.

The trustees take this occasion of making public acknowledgment of the long and faithful services of Mr. and Mrs. I. R. Barbour, late the steward and matron of the school, who resigned their positions on the 1st of February of this year.

JOHN F. ANDREW,
FRANCIS J. BARNES,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
SAMUEL ELIOT,
SAMUEL HOAR,
JOHN C. MILNE,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,

Trustees.

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 12, 1893.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report, presenting statistics and other matters connected with the administration of the affairs of the school for the year ending Sept. 30, 1893.

Movement of Population.

	Males.	Females.	Totals.
Number present Sept. 30, 1892,	229	169	398
Admitted during the year,	61	40	101
Whole number present during the year,	290	209	499
Discharged during the year,	36	29	65
Died during the year,	8	6	14
Number present Sept. 30, 1893,	246	174	420
Average number present during the year,	236	162	398
School cases admitted during the year,	39	24	63
Custodial cases admitted during the year,	22	16	38
Private pupils now present,	21	8	29
School beneficiaries of Massachusetts,	99	46	145
Custodial cases supported by the State,	24	29	53
Custodial cases supported by cities and towns,	86	79	165
Beneficiaries of other New England States,	16	12	28

The applications for admission numbered 190, — a larger number than in any previous year.

We have been able to accept the application of every child of the school age and grade, every young custodial case and every adult female. We have been compelled to postpone or decline the application of quite a number of adult male cases, some of them epileptics. Of the 101 admissions 63 were of the school age and grade, and were received in the school department. Some of these children have already been greatly improved by the school discipline and training. There were

15 boys and 22 girls over fourteen years of age. Among the cases admitted in the custodial department were 37 with untidy habits, 15 were epileptic, 12 were partially paralyzed, 6 were unable to feed themselves and almost entirely helpless, and 2 were totally blind. One of the females had borne 1 and another 4 illegitimate children.

Of the 65 discharges, 45 were kept at home by parents or friends for various reasons, 7 were removed by order of overseers of poor, 8 were insane, 4 Rhode Island beneficiaries were removed by the State authorities to make room for other cases and 1 was transferred to the State Almshouse.

It is pleasant to record the fact that 8 of our pupils so improved and developed that they remained at home to attend the public schools. Seven of the cases discharged were kept at home to work. One young man has been steadily at work in his father's factory for nearly a year and is "doing a man's work." Another has obtained a good situation on a farm, where he is earning fair wages. Another is at work in a cotton mill in Fall River. Another works every day with his father, who is a carpenter. Three young women who have been in our school and training department since childhood have been kept at home to assist with the domestic work. Of course these are exceptional cases, but they illustrate the practical character of the instruction given in the school.

The general health of our inmates has been unusually good. It is a fact approvingly noted by parents and friends that nearly every child admitted becomes stronger and more robust than he has ever been before. Each year in the custodial department we receive a certain number of feeble children, sickly and puny from birth, predestined to a short life of misery and suffering, who come to us only to be tenderly nursed and cared for until death mercifully comes to their relief.

During the spring and early summer months we were visited by an epidemic of measles. Nearly one hundred of the children were attacked by the disease, but it was of mild type and fortunately every case recovered.

Of the 14 deaths during the year, 6 were from consumption, 2 from epilepsy, 2 from acute pneumonia, 2 from marasmus, and 1 each from heart disease and acute bronchitis.

At the close of the year we had under care and training a total of 420 inmates. This number represents the total present capacity of the institution. Hereafter we can admit new cases only as vacancies are made by the discharge or death of pupils now present. The census of 1890 shows that there are more than 3,000 feeble-minded persons in this State. It is probable that for the next few years applications for admission will be as numerous and insistent as for several years past. If the benefits of the school instruction and training are to be extended to any considerable number of future applicants, it will be necessary to provide for the discharge of some of the cases who are beyond the school age and who can be safely and properly cared for elsewhere. In the early days of the school, when only young, teachable pupils were received, it was expected that nearly every case would be returned to home and friends when the period of school life was past. This arrangement provided for the admission of a certain proportion of new cases each year. Even then it often occurred that boys and girls who had received all the instruction the school had to offer had no suitable home, or friends willing or able to receive them. The addition of the custodial department introduced a class of cases who are likely to continue under public charge as long as they live. The families once relieved of the care of an untidy, noisy, destructive or helpless idiot are seldom willing to take up the burden again, even if they are able to do so. Many of the custodial cases who were little children when admitted are now grown men and women.

The following table shows the age of the 420 inmates at the close of the year :—

	Males.	Females.	Totals.
Under 5,	1	1	2
From 5 to 10,	38	18	56
10 to 15,	83	37	120
15 to 20,	78	51	129
20 to 30,	35	49	84
30 to 40,	6	15	21
Over 40,	5	3	8
Totals,	246	174	420

It will be seen that we have 118 females and 124 males over fifteen years of age. Every one of these females should be retained in the institution, for obvious reasons.

Many of these adult male cases have acquired comparatively orderly and quiet habits, and some of them are capable of doing considerable simple manual labor under proper direction and oversight. They are not likely to receive much further benefit from the special training afforded by this institution. In the absence of present provision for all of the feeble-minded of the State, I would recommend that as it becomes necessary some of these adult male cases be returned to the custody of their friends or the town authorities, in order to make room for *younger* cases who should have an opportunity to share the benefit of the school training and instruction. If this policy is not adopted the institution will be in danger of practically becoming a receptacle for unimprovable adults instead of a school receiving successive groups of young and improvable children for training and instruction. Whatever policy is adopted, within a few years we shall need a separate building for the accommodation of these adult male custodial cases. Our plant was arranged with especial reference to future enlargements, and a building capable of caring for 75 to 100 cases could be added to our present group without extension of our present facilities in the way of cooking, heating and lighting.

The school work has been uninterruptedly carried on upon the lines specified in detail in the last annual report.* The system of graded class exercises, for the majority of our pupils, has more than fulfilled our expectations. The pupils have never been more attentive and ambitious and have never made more substantial progress. The work of some of the classes in reading and penmanship would do credit to any public school. We have seen especially good results from the systematic brain and muscle discipline resulting from the manual training exercises. The patience, zeal and tact, so uniformly shown by the teachers, deserves the warmest commendation. It is very pleasing to note the fact that, as a rule, the parents of these pupils are very

* See Appendix A.

appreciative and grateful for the improvement shown by their children.

The practical benefit of the kindergarten and manual training drill in the schools has been strikingly illustrated in the application of the trained minds and muscles of these school-boys in the farm and garden work. The boy who has been taught to quickly and accurately distinguish slight differences in color, form, size and number, and to accurately mark off a board into inches, or to saw and plane exactly on a given line, can be easily taught to distinguish weeds from onions, and to destroy the one and spare the other. Previous to this year we have never had a boy who could be trusted to plant potatoes, corn, or any other seed. The seeds would be dropped irregularly and in the wrong places; but this year a squad of rather small boys, whose eyes and fingers had been very thoroughly disciplined in the kindergarten and manual training, were detailed to do the planting. These boys proudly planted row after row, placing the seeds with the greatest precision, fully as well as the most careful man could have done it. They have done equally well with the hoeing and harvesting of the various crops.

The cultivation of the twenty acres of land under the plough and the care of the fifteen cows and nine horses have been done by our boys, assisted and directed by only two paid farm hands. All the milk produced and all the vegetables raised are consumed by the inmates and employees. These food supplies actually produced by the labor of our inmates are sent directly to our tables, without expense for transportation, marketing, or middleman's profit, and take the place of food that would otherwise have to be purchased at market prices. Our herd of cows has supplied about one-third of the large quantity of milk consumed by the family of nearly five hundred people. The garden has furnished all the fresh vegetables that could be used, and we have a stock of winter vegetables sufficient to last until late in the spring.

The current expenses have amounted to \$66,035.64, or \$3.18 per week for each inmate. The schedule of expenditures shows in detail how this sum has been expended. The

reduced per capita cost is largely due to the utilization of the food products from the farm and garden, supplied at very small actual expense. During this year the farm has been thoroughly equipped with wagons, tools and farming implements. A substantial and convenient frame carpenter's shop has been built, at a cost of a little less than \$600. A large brick closet for the storage of school apparatus has been added to the gymnasium building, at a cost of \$565.15. Four iron fire-escapes have been added to the asylum building, at a cost of \$375. Hitherto we have had no suitable place for winter storage of vegetables, but the excavation has been made and materials purchased for the construction of a large underground root cellar, which will be ready for use within a few weeks. The expense of these and other minor additions to our plant has been charged to current expense account. The institution is now very thoroughly equipped with the necessary tools, machinery and other appliances for economically and efficiently carrying on the work of providing for the wants of our inmates.

The construction of a sewer to connect the institution grounds with the Waltham division of the Metropolitan Sewerage System, for which purpose an appropriation was granted to the city of Waltham at the last session of the Legislature, has been under way all summer and will probably be ready for use within a few weeks. The completion of this sewer will do away with the disposal of sewage on our own grounds.

The Legislature appropriated \$1,000 for the construction of connections between the present sewers on our grounds and the new branch of the city sewer. This work involved the laying of 1,564 feet of six and eight inch pipe and is now completed, ready for use. The trenching and filling for this sewer was done entirely by the labor of our large boys. If this work had been done by paid labor, it would have cost at least \$350. The total cost of this work was well within the special appropriation.

The Legislature also appropriated \$8,000 for the construction of a detached hospital building especially for the isolation and treatment of contagious and infectious diseases.

Contracts have been made for the erection of the building within the limit of the sum appropriated. This hospital will be of brick and stone, one story in height, with two small wards, nurse's room and toilet room. This building is now being constructed and will be ready for occupancy before the close of the year. We shall then be able to promptly quarantine any case of contagious or infectious disease which may appear among our inmates. It will also provide us with much-needed facilities for the proper treatment of cases of acute illness.

Respectfully submitted,

WALTER E. FERNALD,

Superintendent.

DR. MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, *in account with* RICHARD C. HUMPHREYS, *Treasurer.* CR.

1892-3.	1892-3.	1892-3.		
Oct.	Oct.	Oct.	By receipts, as follows:—	
To payments during the year, viz.:—			State, annual allowance,	\$25,000 00
Balance last account,	\$239 62		State, furnishings of new buildings,	12,339 50
Rent of safe at deposit vault,	10 00		Collections at school, viz.:—	
Massachusetts Title Insurance Company, . .	24 50		Board and tuition (including	
Fire insurance,	57 10		\$10,188.38 for board of	
Auditor's warrants for current expenses, .	67,500 00		State custodial cases), \$45,159 24	
Interest paid on borrowed money,	1,607 58		Clothing,	870 04
Borrowed money repaid,	27,800 00		Sales,	154 82
Investments,	10,350 83		Income from funds,	46,184 10
Balance to Cr., new account,	3,728 97		Mortgage loan on South Boston property, .	2,795 00
			Legacy from T. O. H. P. Burnham,	5,000 00

ANALYSIS OF CURRENT EXPENDITURES

AT

MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1893.

Meat, 62,234 pounds,	\$4,493 00
Fish, 4,983 pounds,	385 45
Butter, 7,161 pounds,	1,584 28
Rice and sago,	414 66
Flour and meal,	2,845 29
Potatoes and other vegetables,	885 25
Fruit and berries,	463 93
Milk, 75,650 quarts,	3,579 56
Sugar, 23,770 pounds,	1,219 14
Tea, 651 pounds,	226 80
Coffee, 2,529 pounds,	417 88
Groceries,	920 18
Electric supplies, lamps, etc.,	134 11
Oil and turpentine,	127 59
Coal,	4,455 88
Provisions,	64 90
Ice,	359 22
Hardware and crockery,	798 57
Bedding and table linen,	500 30
Furnishings,	766 87
Small wares, buttons, thread, etc.,	422 70
Superintendence and instruction,	7,157 61
Wages and labor,	18,059 53
Expenses of quarterly meetings,	24 50
Travelling expenses,	118 66
Laundry,	667 26
Shop,	160 50
Stationery, blank books, etc.,	493 82
Postage,	143 00
School material, books and papers,	277 00

World's Fair exhibit,	\$100 00
Entertainments, holidays, etc.,	115 64
Tuning and repairing pianos,	21 00
Nursing, medicines and extra medical attendance,	551 01
Water tax,	862 34
Insurance,	146 60
Construction, improvements and repairs,	5,768 16
Express and freight,	321 71
Clothing and clothing material,	2,401 69
Sundries,	147 41
Stable: grain, hay, etc.,.	1,572 76
Wagons, harnesses, and blankets,.	1,038 95
Stock,	95 00
Tools,	114 55
Fertilizer, vines, seeds, etc.,	442 98
Telephone rent,	158 40
Rent of safe (treasurer),	10 00

\$66,035 64

APPENDIX A.

The classification of the school and the methods of training and instruction followed are set forth at length in a portion of the Superintendent's report for the year 1892, here reprinted:—

We have reason to be satisfied with the arrangement of the new institution buildings. The plan of detached and separate departments greatly facilitates the proper classification of our inmates, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: At the girls' dormitory are all the girls of the school grade; at the boys' dormitory are the boys in the school department and the better class of the custodial boys; at the farm-house are the large boys or men who are employed on the farm and with the outside work; at the asylum are the younger custodial boys, the custodial females of all ages and the working force of grown women. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into four comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching

necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into six well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and outdoor recreation, thus securing healthy change and variety. Judging from the results obtained this year, this class work will greatly increase the possibilities of our school training.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly two hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

At the beginning of this year our manual training department was thoroughly reorganized. The training room was equipped with a first-class outfit of tools and benches. Three of our teachers prepared themselves for this work by attending a normal

course at the North Bennet Street Industrial School. The boys were graded into small classes, and these classes have received systematic, progressive training throughout the year. The teachers and pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The varied routine work of a large institution affords a variety of occupations where the inmates can be employed with great benefit to themselves and to the advantage of the institution. This practical industrial training is a very important part of the education of our pupils. They are much happier and better off in every respect when they know they are doing some useful work. I hardly know how we would control and manage some of our larger boys and girls if their surplus energies were not worked off by a reasonable amount of manual labor.

Certain daily duties are assigned to each boy and girl, and these duties are often changed, to make them familiar with different kinds of work. The boys take great interest in the farm and garden work. This year they have picked hundreds of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They did all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two

boys. Other boys assist the baker, carpenter and engineer. One boy devotes all his time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our four hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing-machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" is often quite touching. This responsibility wonderfully helps in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

APPENDIX B.

HISTORY OF THE TREATMENT OF THE FEEBLE-MINDED.

BY WALTER E. FERNALD, M.D.

[Reprinted from the Report of the Proceedings of the Twentieth National Conference of Charities and Correction, held at Chicago, June, 1893.]

The first recorded attempt to educate an idiot was made about the year 1800, by Itard, the celebrated physician-in-chief to the National Institution for the Deaf and Dumb at Paris, upon a boy found wild in a forest in the centre of France, and known as the "savage of Aveyron." "This boy could not speak any human tongue, and was devoid of all understanding and knowledge." Believing him to be a savage, for five years Itard endeavored with great skill and perseverance to develop at the same time the intelligence of his pupil and the theories of the materialistic school of philosophy. Itard finally became convinced that this boy was an idiot, and abandoned the attempt to educate him.

In the year 1818, and for a few years afterward, several idiotic children were received and given instruction at the American Asylum for the Deaf and Dumb at Hartford, and a fair degree of improvement in physical condition, habits and speech was obtained.

In the year 1828 Dr. Ferret, physician at the Bicêtre in Paris, attempted to teach a few of the more intelligent idiots who were confined in this hospital to read and write and to train them to habits of cleanliness and order. In 1831 Dr. Fabret attempted

the same work at the Salpêtrière; and in 1833 Dr. Voisin opened his private school for idiots in Paris. None of these attempts was successful enough to insure its continuance.

In 1837 Dr. E. Seguin, a pupil of Itard and Esquirol, began the private instruction of idiots at his own expense. In 1842 he was made the instructor of the school at the Bicêtre, which had been reopened by Dr. Voisin in 1839. Dr. Seguin remained at the Bicêtre only one year, retiring to continue the work in his private school in the Hospice des Incurables. After seven years of patient work and experiments and the publication of two or three pamphlets describing the work, a committee from the Academy of Sciences at Paris in 1844 examined critically and thoroughly his methods of training and educating idiot children, and reported to the Academy, giving it the highest commendation and declaring that, up to the time he commenced his labors in 1837, idiots could not be educated by any means previously known or practised, but that he had solved the problem. His work thus approved by the highest authority, Dr. Seguin continued his private school in Paris until the Revolution in 1848, when he came to America, where he was instrumental in establishing schools for idiots in various States.

In 1846 Dr. Seguin published his classical and comprehensive "Treatise on Idiocy," which was crowned by the Academy and has continued to be the standard text-book for all interested in the education of idiots up to the present time. His elaborate system of teaching and training idiots consisted in the careful "adaptation of the principles of physiology, through physiological means and instruments, to the development of the dynamic, perceptive, reflective and spontaneous functions of youth." This physiological education of defective brains, as a result of systematic training of the special senses, the functions and the muscular system, was looked upon as a visionary theory, but has been verified and confirmed by modern experiments and researches in physiological psychology.

Dr. Seguin's school was visited by scientists and philanthropists from nearly every part of the civilized world, and his methods bearing the test of experience, other schools were soon established in other countries, based upon these methods.

In 1842 Dr. Guggenbuhl established a school upon the slope of the Abendenberg in Switzerland, for the care and training of cretins, so many of whom are found in the dark, damp valleys of the Alps. This school was very successful in its results, and attracted much attention throughout Europe. At Berlin, in 1842, a school for the instruction of idiots was opened by Dr. Saegert.

In England the publication of the results of the work of Drs. Seguin, Guggenbuhl and Saegert, and the efforts of Drs. Conolly and Reed, led to the establishment of a private school at Bath in 1846, and later to the finely appointed establishments at Colchester and Earlswood.

The published description of the methods and results of these European schools attracted much interest and attention in America. In this country the necessity and humanity of caring for and scientifically treating the insane, the deaf and dumb, and the blind had become the policy of many of our most progressive States. The class of helpless and neglected idiots who had no homes as a rule were cared for in jails and poorhouses. A few idiots who had been received at the special schools for the deaf and dumb and the blind showed considerable improvement after a period of training. Other cases who were especially troublesome had been sent to the insane hospitals, where it was shown that the habits and behavior of this class could be changed very much for the better. In their reports for 1845 Drs. Woodward and Brigham, superintendents of the State Insane Hospitals in Massachusetts and New York respectively, urged the necessity of making public provision for the education of idiots in those States. On the 13th of January, 1846, Dr. F. P. Backus, a member of the New York Senate, made the first step toward any legislative action in this country in behalf of idiots, by moving that the portion of the last State census relating to idiots be referred to the committee on medical societies, of which he was chairman. On the following day he made an able report, giving the number of idiots in the State, a brief history of the European schools, with a description of their methods and results, and showed conclusively that schools for idiots were a want of the age. On the 25th of March following he introduced a bill providing for the establishment of an asylum for idiots. The bill passed the Senate, but was defeated in the Assembly.

In Massachusetts, on the 23d of January in the same year, 1846, Judge Byington, a member of the House of Representatives, moved an order providing for the appointment of a committee to "consider the expediency of appointing commissioners to inquire into the condition of idiots in the Commonwealth, to ascertain their number, and whether anything can be done for their relief." This order was passed, and, as a result, a board of three commissioners was appointed, of which Dr. S. G. Howe was chairman. This commission made a report in part in 1847, which included a letter from Hon. G. S. Sumner, in which he described in glowing terms the methods and results of the school

of Dr. Seguin in Paris. In March, 1848, the commission made a complete and exhaustive report, with statistical tables and minute details, and recommended the opening of an experimental school. This report was widely circulated and read throughout America and Europe, and furnishes to-day the basis of cyclopedic literature on this topic.

By a resolve passed on the 8th of May, 1848, the legislature appropriated \$2,500 annually for the purpose of establishing an experimental school, with the proviso that ten indigent idiots from different parts of the State should be selected for instruction. This act founded the first State institution in America. The first pupil was received on the 1st of October, 1848. The direction of the school was undertaken by Dr. Howe and for several years was carried on in connection with the Perkins Institution for the Blind, of which he was the director. Mr. J. B. Richards, an able instructor, was engaged as teacher, and went to Europe to study the methods of the foreign schools. The school was considered so successful that at the end of three years the legislature doubled the annual appropriation, and by incorporation converted the experimental school into a permanent one under the name of "The Massachusetts School for Idiotic and Feeble-minded Youth."

Two months after the legislature had authorized the establishment of the Massachusetts School, a private school was opened at Barre, Mass., by Dr. H. B. Wilbur, the first pupil being received in July, 1848. In the modest announcement of the project Dr. Wilbur says, "This institution is designed for the education and management of all children who by reason of mental infirmity are not fit subjects for ordinary school instruction." The school was organized on the family plan. The pupils all sat at the same table with the principal, and were constantly under the supervision of some member of the family in the hours of recreation and rest as well as of training. This private school has been continued on the same plan, and has been very successful and prosperous under the administration of Dr. Wilbur and that of his able successor, the late Dr. George Brown.

In the State of New York the legislative attempt defeated in 1846 was renewed in 1847, and this bill also passed the Senate, to be again defeated in the Assembly. The necessity for action was urged in the governor's annual messages in the years 1848, 1850 and 1851. Finally, in July, 1851, an act was passed appropriating \$6,000 annually for two years, for the purpose of maintaining an experimental school for idiots. A suitable building, near Albany, was rented and the school opened in October, 1851. The trustees selected for superintendent Dr. H. B. Wilbur, who had so success-

fully organized and conducted the private school at Barre, Mass., for more than three years previously. In the first annual report of the trustees, published in 1851, the aims and purposes of the proposed school were summed up as follows :—

We do not propose to create or supply faculties absolutely wanting ; nor to bring all grades of idiocy to the same standard of development or discipline ; nor to make them all capable of sustaining creditably all the relations of a social and moral life ; but rather to give to dormant faculties the greatest possible development, and to apply these awakened faculties to a useful purpose under the control of an aroused and disciplined will. At the base of all our efforts lies the principle that, as a rule, none of the faculties are absolutely wanting, but dormant, undeveloped and imperfect.

This school attracted much attention from educators and others, and was frequently and critically inspected by the members of the legislature and other State officials. On the 11th of April, 1853, the legislature authorized the erection of new buildings. The citizens of Syracuse donated the land, and the corner-stone of the first structure in this country built expressly for the purpose of caring for and training idiots was laid Sept. 8, 1854. The school at Syracuse continued under Dr. Wilbur's direction until his death in 1883. In this school the physiological method of education has been most thoroughly and scientifically carried out, and a high degree of success attained.

Pennsylvania was the third State to take up the work. In the winter of 1852 a private school for idiots was opened in Germantown, by Mr. J. B. Richards, the first teacher in the school at South Boston. This school was incorporated April 7, 1853, as the Pennsylvania Training School for Idiotic and Feeble-minded Children. The first money received for its support was raised by private subscription, and the State contributed an equal sum. In 1855 the present site at Elwyn was secured, and the foundations laid for the present magnificent institution village with nearly a thousand inmates.

The Ohio Institution at Columbus was established April 17, 1857, and pupils were received the same year. The State of Ohio has from the beginning provided for her feeble-minded children on a more liberal and generous scale than any other State. The Columbus Institution, with its substantial buildings and splendid equipment, its admirably conducted school and industrial departments, has been made one of the best institutions in the world devoted to the care and training of this special class.

In Connecticut, in 1855, a State commission was appointed to

investigate the conditions of the idiotic population, and to consider the advisability of making suitable provision for the education of this class. The report of this commission resulted in the establishment of the Connecticut School for Imbeciles at Lakeville, in 1858, under the superintendency of Dr. H. M. Knight. This school, although aided by the State, has been largely supported by private benevolence and payments from private pupils.

The Kentucky institution, at Frankfort, was opened in 1860. For many years previously the State had granted an allowance of \$50 per annum to each needy family afflicted with the burden of a feeble-minded child. In Illinois an experimental school for idiots and feeble-minded children was opened in 1865 as an offshoot of the school for deaf-mutes at Jacksonville. In the course of a few years this school obtained a separate organization, and new institution buildings were constructed at Lincoln and occupied in 1873. The Hillside Home, a private school, was opened at Fayville, Mass., in 1870.

Thus, up to 1874, twenty-six years after this work was begun in America, public institutions for the feeble-minded had been established in seven States. These institutions then had under training a total of 1,041 pupils. There were also the two private institutions in Massachusetts at Barre and Fayville, with a total of 69 inmates.

The early history of these pioneer State institutions in many respects was very similar. They were practically all begun as tentative experiments in the face of great public distrust and doubt as to the value of the results to be obtained. In Connecticut the commissioners found a "settled conviction of a large majority of the citizens of the Commonwealth that idiots were a class so utterly helpless that it was a waste of time even to collect any statistics regarding them." Very little was known of the causes, frequency, nature, or varieties of idiocy, or of the principles and methods to be employed in successfully training and caring for this class of persons. The annual reports of the early superintendents, Drs. Howe, Wilbur, Brown, Parrish and Knight, exhaustively considered the subject in all relations, and graphically presented to legislators and the public convincing and unanswerable reasons as to the feasibility and necessity of granting to feeble-minded children, according to their ability, the same opportunities for education that were given to their more fortunate brothers and sisters in the public schools.

All of these schools were organized as strictly educational institutions. In one of his earlier reports Dr. Howe says, "It is a link in the chain of common schools, — the last indeed, but still

a necessary link in order to embrace all the children in the State." Again he says, "This institution, being intended for a school, should not be converted into an asylum for incurables." Dr. Wilbur, in his seventh annual report says, "A new institution in a new field of education has the double mission of securing the best possible results, and at the same time of making that impression upon the public mind as will give faith in its object." With the limited capacity of these schools as established, it seemed best to advocate the policy of admitting only the higher-grade cases, where the resulting improvement and development could be compared with that of normal children.

It was hoped and believed that a large proportion of this higher-grade or "improvable" class of idiots could be so developed and educated that they would be capable of supporting themselves and of creditably maintaining an independent position in the community. It was maintained that the State should not assume the permanent care of these defectives, but that they should be returned to their homes after they had been trained and educated. It was the belief of the managers that only a relatively small number of inmates could be successfully cared for in one institution. It was deemed unwise to congregate a large number of persons suffering under any common infirmity.

Nearly every one of these early institutions was opened at or near the capitals of their various States, in order that the members of the legislature might closely watch their operations and personally see their need and the results of the instruction and training of these idiots. No institution was ever abandoned or given up after having been established. In all the institutions the applications for admission were far in excess of their capacity.

In the course of a few years, in the annual reports of these institutions we find the superintendents regretting that it was not expedient to return to the community a certain number of the cases who had received all the instruction the school had to offer. When the limit of age was reached, it was a serious problem to decide what should be done with the trained boy or girl. It was found that only a small proportion, even of these selected pupils, could be so developed and improved that they could go out into the world and support themselves independently. A larger number, as a result of the school discipline and training, could be taken home, where they became comparatively harmless and unobjectionable members of the family, capable, under the loving and watchful care of their friends, of earning by their labor as much as it cost to maintain them; but in many cases the guardians of these children were unwilling to remove them from

the institution, and begged that they might be allowed to remain where they could be made happy and kept from harm. Many of these cases were homeless and friendless, and, if sent away from the school, could only be transferred to almshouses, where they became depraved and demoralized by association with adult paupers and vagrants of both sexes. It was neither wise nor humane to turn these boys and girls out to shift for themselves. The placing out of these feeble-minded persons always proved unsatisfactory. Even those who had suitable homes and friends able and willing to become responsible for them, by the death of these relatives were thrown on their own resources and drifted into pauperism and crime. It gradually became evident that a certain number of these higher-grade cases needed lifelong care and supervision, and that there was no suitable provision for this permanent custody outside these special institutions.

Once it was admitted that our full duty toward this class must include the retention and guardianship of some of these cases who had been trained in the schools, the wisdom and necessity of still further broadening the work became apparent. It was found that more than one-half of the applications for admission, and those by far the most insistent, were in behalf of the "unimprovable," as Dr. Howe described them. This lower class of idiots, many of them with untidy, disgusting and disagreeable habits, feeble physically, perhaps deformed and misshapen, often partially paralyzed or subject to epilepsy, cannot be given suitable care at home. There is no greater burden possible in a home or a neighborhood. It has been well said that by institution care, for every five idiots cared for we restore four productive persons to the community; for, whereas at home the care of each of these children practically requires the time and energies of one person, in an institution the proportion of paid employees is not over one to each five inmates. The home care of a low-grade idiot consumes so much of the working capacity of the wage-earner of the household that often the entire family become pauperized. Humanity and public policy demanded that these families should be relieved of the burden of these helpless idiots. From the nature of their infirmities it is evident that the care of this class must last as long as they live. As nearly every one of these low-grade idiots evidently becomes a public burden, it is better to assume this care when they are young and susceptible of a certain amount of training than to receive them later on, undisciplined, helpless, destructive, adult idiots.

The brighter class of the feeble-minded, with their weak will power and deficient judgment, are easily influenced for evil, and

are prone to become vagrants, drunkards and thieves. The modern scientific study of the deficient and delinquent classes as a whole has demonstrated that a large proportion of our criminals, inebriates and prostitutes are really congenital imbeciles, who have been allowed to grow up without any attempt being made to improve or discipline them. Society suffers the penalty of this neglect in an increase of pauperism and vice, and finally, at a greatly increased cost, is compelled to take charge of adult idiots in almshouses and hospitals, and of imbecile criminals in jails and prisons, generally during the remainder of their natural lives. As a matter of mere economy, it is now believed that it is better and cheaper for the community to assume the permanent care of this class before they have carried out a long career of expensive crime.

Dr. Kerlin has ably presented to this Conference the special subject of moral imbecility. This class of moral imbeciles may show little or no deficiency of the intellectual faculties, but in early childhood manifest a marked absence or perversion of the moral sense, as shown by motiveless, persistent lying and thieving, a blind and headlong impulse toward arson, and a delight in cruelty to animals or to young, helpless companions. These children, if they live, are predestined to become inmates of our insane hospitals or jails, and for the good of the community should be early recognized and subjected to lifelong moral quarantine.

Dr. Kerlin, in his report to this Conference in 1884, says:—

There is no field of political economy which can be worked to better advantage, for the diminution of crime, pauperism and insanity, than that of idiocy. The early recognition of some of its special and more dangerous forms should be followed by their withdrawal from unwholesome environments and their permanent sequestration before they are pronounced criminals and have, by the tuition of the slums, acquired a precocity that deceives even experts. Only a small percentage should ever be returned to the community, and then only under conditions that would preclude the probability of their assuming social relations under marriage, or becoming sowers of moral and physical disease under the garb of professional tramps and degraded prostitutes. How many of your criminals, inebriates and prostitutes are congenital imbeciles! How many of your insane are really feeble-minded or imbecile persons, wayward or neglected in their early training, and at last conveniently housed in hospitals, after having wrought mischief, entered social relations, reproduced their kind, antagonized experts and lawyers, puzzled philanthropists, and in every possible manner retaliated on their progenitors for their origin, and on the community for their misapprehension! How many of your incorrigible boys, lodged in the houses of refuge, to be half educated in letters and wholly unreachd in morals,

are sent into the community the moral idiots they were at the beginning, only more powerfully armed for mischief! And pauperism breeding other paupers, what is it but imbecility let free to do its mischief?

The tendency to lead dissolute lives is especially noticeable in the females. A feeble-minded girl is exposed as no other girl in the world is exposed. She has not sense enough to protect herself from the perils to which women are subjected. Often bright and attractive, if at large they either marry and bring forth in geometrical ratio a new generation of defectives and dependants, or become irresponsible sources of corruption and debauchery in the communities where they live. There is hardly a poorhouse in this land where there are not two or more feeble-minded women with from one to four illegitimate children each. There is every reason in morality, humanity and public policy that these feeble-minded women should be under permanent and watchful guardianship, especially during the child-bearing age. A feeble-minded girl of the higher grade was accepted as a pupil at the Massachusetts School for the Feeble-minded when she was fifteen years of age. At the last moment the mother refused to send her to the school, as she "could not bear the disgrace of publicly admitting that she had a feeble-minded child." Ten years later the girl was committed to the institution by the court, after she had given birth to six illegitimate children, four of whom were still living and all feeble-minded. The city where she lived had supported her at the almshouse for a period of several months at each confinement, had been compelled to assume the burden of the lifelong support of her progeny, and finally decided to place her in permanent custody. Her mother had died broken-hearted several years previously.

Modern usage has sanctioned the use of the term "feeble-minded" to include all degrees and types of congenital defect, from that of the simply backward boy or girl but little below the normal standard of intelligence to the profound idiot, a helpless, speechless, disgusting burden, with every degree of deficiency between these extremes. The lack may be so slight as to involve only the ability to properly decide questions of social propriety or conduct, or simply questions of morality, or it may profoundly affect every faculty. In theory, the differences between these various degrees of deficiency are marked and distinct, while in practice the lines of separation are entirely indefinite, and individuals as they grow to adult life may be successively classed in different grades. "Idiocy," generically used, covers the whole range referred to, but is now specifically used to denote only the lowest grades. "Imbecility" has reference to the higher grades.

“Feeble-minded” is a less harsh expression, and satisfactorily covers the whole ground.

We have learned from the researches of modern pathology that in many cases the arrested or perverted development is not merely functional or a delayed infantile condition, but is directly due to the results of actual organic disease or injury to the brain or nervous system, occurring either before birth or in early infancy.

The work of caring for this class in this country has been greatly aided by the active influence of the Association of Medical Officers of American Institutions for Idiotic and Feeble-minded Persons. This society was organized in 1876, during the Centennial Exposition at Philadelphia, and held its first meeting at the Pennsylvania Training School at Elwyn. The object of the Association is the consideration and discussion of all questions relating to the management, training and education of idiots and feeble-minded persons. It also lends its influence to the establishment and fostering of institutions for this purpose. The Association meets annually for the reading of papers and the discussion of the various phases of this work.

The material growth and separate history of the older institutions and the numerous public and private schools that have been opened in this country since 1874 are too comprehensive to be considered in detail in this report. The accompanying table shows the name, location, date of organization, and capacity of the various public institutions as existing at the close of 1892:—

NAME.	LOCATION.	Date of Organization.	Capacity.
California Home for Care and Training of Feeble-minded Children,	Glen Ellen,	1885	259
Connecticut School for Imbeciles,	Lakeville,	1852	130
Illinois Asylum for Feeble-minded Children,	Lincoln,	1865	536
Indiana School for Feeble-minded Youth,	Fort Wayne,	1879	421
Iowa Institution for Feeble-minded Children,	Glenwood,	1876	456
Kansas State Asylum for Idiotic and Imbecile Youth,	Winfield,	1881	102
Kentucky Institution for the Education and Training of Feeble-minded Children,	Frankfort,	1860	156
Maryland Asylum and Training School for the Feeble-minded,	Owing's Mills,	1888	40
Massachusetts School for the Feeble-minded,	Waltham,	1848	450
Minnesota School for the Feeble-minded,	Faribault,	1879	332
Nebraska Institution for Feeble-minded Youth,	Beatrice,	1887	154
New York State Institution for Feeble-minded Children,	Syracuse,	1851	502
New York State Custodial Asylum for Feeble-minded Women,	Newark,	1885	345
Randall's Island Hospital and School,	New York Harbor,	1870	364
New Jersey Home for the Education and Care of Feeble-minded Children,	Vineland,	1888	154
New Jersey State Institution for Feeble-minded Women,	Vineland,	1886	65
Ohio Institution for the Education of Feeble minded Youth,	Columbus,	1857	822
Pennsylvania Training School for Feeble-minded Children,	Elwyn,	1853	851
Washington School for Defective Youth,	Vanconver,	1892	25

At the close of the year 1892 these nineteen public institutions for the feeble-minded had under care and training a total of 6,009 inmates. The buildings and grounds in use for this purpose represent an outlay of more than \$4,000,000. The annual public expenditure for the instruction and maintenance of these defectives now amounts to over \$1,000,000. There are also nine private schools for the feeble-minded in the United States, caring for a total of 216 pupils.

The recognition of the characteristics, limitations and needs of these various classes, and the results of experience in their training, care and guardianship, have materially modified and broadened the scope and policy of our American institutions for the feeble-minded. To-day the advantages of these public institutions are not confined to the brighter cases needing school training especially, but have been gradually extended to a greater or less extent in the different States to all the grades and types of idiocy. With all these various classes pleading for admission, it is not strange that many of these institutions have become far more extensive than their founders dreamed of or hoped for. Successive legislatures have been ready to enlarge existing institutions when they would not grant appropriations for establishing new ones. The evil effects feared from congregating a large number of this class have not been realized, or have been minimized by careful classification and separation of the different groups. In fact, we find we must congregate them to get the best results. In order to have companionship, that most necessary thing in the education of all children, we must have large numbers from which to make up our small classes of those who are of an equal degree of intelligence.

The essentially educational character of the earlier institutions has been maintained, but the relations of the different parts of instruction are now better understood. The strictly school exercises, in the early days the most prominent feature, still perform their necessary and proper functions, but now in harmony with and preliminary to the more practical objects of the institution. Education, as applied to the development of these feeble-minded children, is now understood in the broadest sense, not as mere intellectual training, but as uniform cultivation of the whole being, physically, mentally and morally. The end and aim of all our teaching and training is to make the child helpful to himself and useful to others.

Sir W. Mitchell says, "It is of very little use to be able to read words of two or three letters, but it is of great use to teach an imbecile to put his clothes on and take them off, to be of cleanly habits, to eat tidily, to control his temper, to avoid hurting others,

to act with politeness, to be truthful, to know something of numbers, to go with messages, to tell the hour by the clock, to know something of the value of coins, and a hundred other such things."

As now organized, our American institutions are broadly divided into two departments, the school or educational, and the custodial. In the school department the children are instructed in the ordinary branches of the common schools. As compared with the education of normal children, it is a difference of degree, and not of kind. The progressive games and occupations of the kindergarten, object teaching, educational gymnastics, manual training, and the other graphic and attractive methods now so successfully applied in the education of normal children, are especially adapted to the training of the feeble-minded. These principles of physiological training of the senses and faculties, of exercising and developing the power of attention, perception and judgment by teaching the qualities and properties of concrete objects instead of expecting the child to absorb ready-made knowledge from books, of progressively training the eye, the hand and the ear, — these were the methods formulated by Seguin, and elaborated and applied by Richards, Wilbur and Howe, years before the era of the kindergarten and the dawn of the new education. It would be difficult to properly estimate the influence of these original and successful methods of instructing the feeble-minded in suggesting and shaping the radical changes that have been made in the methods of modern primary teaching of normal children. With these feeble-minded children the instruction must begin on a lower plane; the progress is slower, and the pupil cannot be carried so far. In a school with several hundred children, a satisfactory gradation of classes can be made if a small proportion of children showing irregular and unusual deficiencies are assigned to special classes for instruction through individual methods.

Most of the pupils of this grade learn to read and write, to know something of numbers, and acquire a more or less practical knowledge of common affairs. Careful attention is paid to the inculcation of the simple principles of morality, the teaching of correct habits and behavior, and observance of the ordinary amenities of life.

The most prominent feature of our educational training to-day is the attention paid to instruction in industrial occupations and manual labor. In this "education by doing" we not only have a very valuable means of exercising and developing the dormant faculties and defective bodies of our pupils, but at the same time we are training them to become capable and useful men and women. The recent reports of these institutions show in detail

the large variety and amount of work done by these children. Carpentering, painting, printing, brick-making, stock-raising, gardening, farming, domestic work, the manufacture of clothing, boots and shoes, brooms, brushes, and other industries, are now successfully and profitably carried on by the pupils in these schools, in connection with the strictly mental training.

Each year a certain number of persons of this class go out from these institutions and lead useful, harmless lives. Some of the institutions where only the brightest class of imbeciles are received, and where the system of industrial training has been very carefully carried out, report that from twenty to thirty per cent. of the pupils are discharged as absolutely self-supporting. In other institutions where the lower-grade cases are received, the percentage of cases so discharged is considerably less. It is safe to say that not over ten to fifteen per cent. of our inmates can be made self-supporting in the sense of going out into the community and securing and retaining a situation and prudently spending their earnings. With all our training we cannot give our pupils that indispensable something known as good, plain "common sense." The amount and value of their labor depend upon the amount of oversight and supervision practicable; but it is safe to say that over fifty per cent. of the adults of the higher grade who have been under training from childhood are capable, under intelligent supervision, of doing a sufficient amount of work to pay for the actual cost of their support, whether in an institution or at home.

The custodial department includes the lower grades of idiots, the juvenile insane, and the epileptics. Some of these children are as helpless as infants, incapable of standing alone, or of dressing or feeding themselves, or of making their wants known. Other cases are excitable and noisy, with markedly destructive tendencies. The chief indication with these lower-grade cases is to see that their wants are attended to, and to make them comfortable and happy as long as they live; but even with these cases much improvement is possible in the way of teaching them to wait on themselves, to dress and undress, to feed themselves, in attention to personal cleanliness and habits of order and obedience. As a result of the kindly but firm discipline, the patient habit-teaching, and the well-ordered institution routine, a large proportion of these children become much less troublesome and disgusting, so much so that the burden and expense of their care and support are materially and permanently lessened.

In the custodial department are classed also the moral imbeciles and the adults of both sexes who have graduated from the

school department, or are past school age, but cannot safely be trusted, either for their own good or the good of the community, out from under strict and judicious surveillance. For these classes the institution provides a home where they may lead happy, harmless, useful lives.

The daily routine work of a large institution furnishes these trained adults with abundant opportunities for doing simple manual labor, which otherwise would have to be done by paid employees. Outside of an institution it would be impossible to secure the experienced and patient supervision and direction necessary to obtain practical, remunerative results from the comparatively unskilled labor of these feeble-minded people. In the institution the boys assist the baker, carpenter and engineer. They do much of the shoemaking, the tailoring, and the painting. They drive teams, build roads and dig ditches. Nearly all of the institutions have large farms and gardens which supply enormous quantities of milk and vegetables for the consumption of the inmates. This farm and garden work is largely done by the adult male imbeciles. The females do the laundry work, make the clothing and bedding, and do a large share of all the other domestic work of these immense households. Many of these adult females, naturally kind and gentle, have the instinctive feminine love for children, and are of great assistance in caring for the feeble and crippled children in the custodial department. These simple people are much happier and better off in every respect when they know they are doing some useful and necessary work. Some of the restless moral imbeciles could hardly be controlled and managed if their surplus energies were not worked off by a reasonable amount of manual labor.

The average running expenses of these institutions have been gradually and largely reduced by this utilization of the industrial abilities of the trained inmates. At the Pennsylvania institution the per capita cost for all the inmates has been reduced from \$300 to a little over \$100 per annum, largely from the fact that the work of caring for the low-grade children in the custodial department is done to a very large extent by the inmates themselves. Dr. Doren of Ohio, after an experience of thirty years in this work, has offered, if the State will give him a thousand acres of land, to guarantee to care for every custodial case in Ohio without expense to the State.

Nearly all of the States making provision for the feeble-minded have practically followed what is known as the colony plan of organization; that is, starting with the school department as a centre, with the various subdivisions of the custodial department

subsequently added under the same general management. Thus at the present time in nearly every one of our institutions there will be found custodial departments for each sex, industrial departments, hospitals for the sick, farm colonies, and in a few, buildings especially designed for the care and treatment of epileptics. In his report to the Nineteenth Conference of Charities Dr. G. H. Knight says : —

Legislatures to the contrary notwithstanding, it is not because superintendents covet large buildings, large grounds, and all the care and watchfulness that come from the proper management of what we call a colony, which makes them urge the gathering together of great numbers of this class of defectives, but because they have learned in the hard school of experience that they must have large numbers from which to draw children enough of equal mental endowments to do even the simplest thing well. They have found that, even for money, it is difficult to get suitable people who are willing to come into contact with the lowest grade in the right spirit, — a spirit which demands patience, cheerfulness and affection; but they do find that what is called “the imbecile” will share his pleasures and attainments with his weaker brother with a sense of high privilege in being allowed to share it; that none make tenderer care-takers nor, under supervision, more watchful ones; and that the bond of fellowship so engendered is of lasting benefit. This is why the colony plan recommends itself to us as superintendents. Experience has taught us that these children, under careful direction, are happier, better cared for, more trustworthy when trust is given, more self-sacrificing and self-contained, and in every way benefited by the training and occupation and amusement which a large institution makes possible, and which it is impossible to gain when there are few in number.

The colony plan divides the institution into comparatively small families, each with peculiar and distinctive needs, and each group under the immediate and personal supervision of experienced and competent officers, who are directly responsible to the medical superintendent. This arrangement retains all the good points of a small institution, and secures the manifest advantages of a large one.

In the additions made to existing institutions and the new institutions built during the past twenty years, the detached or so-called “cottage” plan of construction has been pretty generally adopted, in order to secure the necessary classification and separation of the different classes of these defectives.

The experience of these institutions in these enlargements has been that plain, substantial, detached buildings can be provided for the custodial cases at an expense of not over \$400 per capita.

These detached departments are generally supplied with sewerage, water supply, laundry, store-room, and often heating facilities from a central plant, at relatively small expense compared with the cost of installation and operation of a separate plant for each division.

In New York a radical departure was made from this plan by the organization of the Custodial Asylum for Adult Feeble-minded Females at Newark, under a separate management. It was held that in that populous State, with its thousands of feeble-minded persons needing training and care, it would not be desirable or possible to attempt to provide for all classes of the feeble-minded in one institution. A similar special institution for imbecile women has since been organized in New Jersey.

The census of 1890 shows a total of 95,571 idiotic and feeble-minded persons in the United States. It is certain that this enumeration does not include many cases where the parents are unwilling to admit the mental defect of their children. It is safe to say that, taking the country as a whole, there are two feeble-minded persons to every thousand people. Of this vast number only 6,315, or six per cent., are now cared for in these special institutions.

The public appreciation of the educational, custodial, and preventive value of the work is shown by the willingness and liberality with which these institutions are maintained and supported. The remarkable rapidity with which in the Western States the public institutions of this character have been built and filled with pupils within the past two decades is proof positive of the necessity for the organization of such institutions and of the desire of the parents and friends of this class of defectives to place them under intelligent care and instruction. This special care is now recognized as not only charitable, but economical and conservative. Each hundred dollars invested now saves a thousand in the next generation.

Sixteen States have now opened institutions for the feeble-minded. The State of Michigan, at the last session of the Legislature, authorized the establishment of a school for this class. Active efforts have already been made to establish similar institutions in Wisconsin, Colorado, Missouri, Texas, Delaware, Virginia and Georgia. It is not unreasonable to hope and expect that in the near future an institution for the feeble-minded will be provided in every State in the Union.

APPENDIX C.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows :

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth : *provided*, that the board of trustees, having the direction of said institution,

shall be composed of twelve persons, four of whom shall be appointed by the governor and council; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors, whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided*, *further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided*, *further*, that other applicants of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided*, *further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provisions of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that

the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next.
[Approved April 9, 1878.]

1886.

[ACTS, CHAP. 298.]

AN ACT concerning the Massachusetts School for the Feeble-minded.

Be it enacted, etc., as follows:

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any

other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion receive, maintain and educate, except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement

* Repealed, chapter 123, Acts of 1887.

if any such is ascertained ; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a

physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[ACTS, CHAP. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six, entitled, **An Act concerning the Massachusetts School for the Feeble-minded.**

Be it enacted, etc., as follows:

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 27, 1887.*]

1893.

[RESOLVES, CHAP. 34.]

RESOLVE providing for a New Hospital and for reimbursement for Expenditures for Furniture and Machinery at the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding eight thousand dollars, to be expended at the Massachusetts School for the Feeble-minded under the direction of the trustees thereof, for the purpose of erecting a building to be used as a hospital for the especial care of contagious diseases; and a further sum not exceeding twelve thousand five hundred dollars to reimburse the trustees of said institution for expenditures made by them in the purchase of machinery and furniture in excess of appropriation therefor, the bills for such expenditure to be filed with the auditor of the Commonwealth. [*Approved March 17, 1893.*]

[RESOLVES, CHAP. 37.]

RESOLVE providing for the construction of Sewers at the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding one thousand dollars, to be expended at the Massachusetts School for the Feeble-minded at Waltham under the direction of the trustees thereof, for the purpose of constructing sewers within the grounds of said school. [*Approved March 25, 1893.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission, in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers,

four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without their order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same ; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character ; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof ; *provided, however*, that, if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

PUBLIC DOCUMENT

. . . . No. 28.

FORTY-SEVENTH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1894.

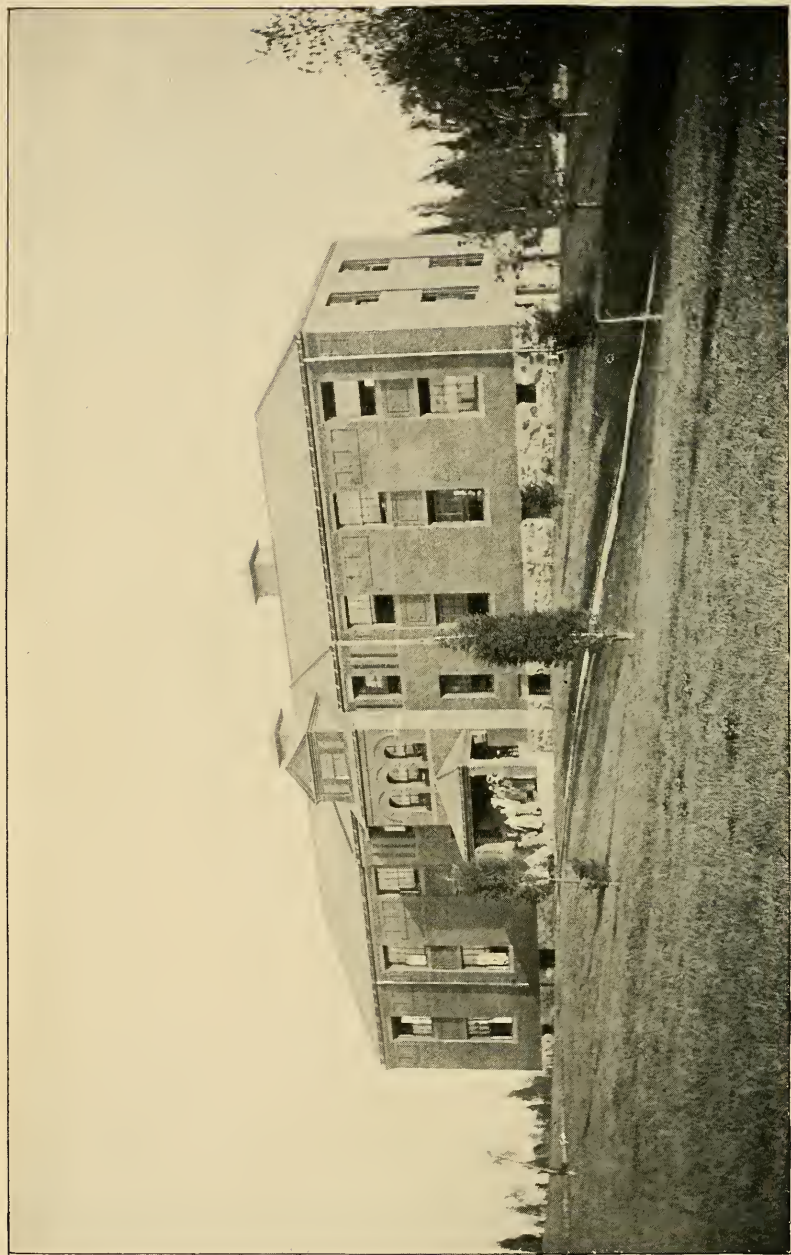
BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

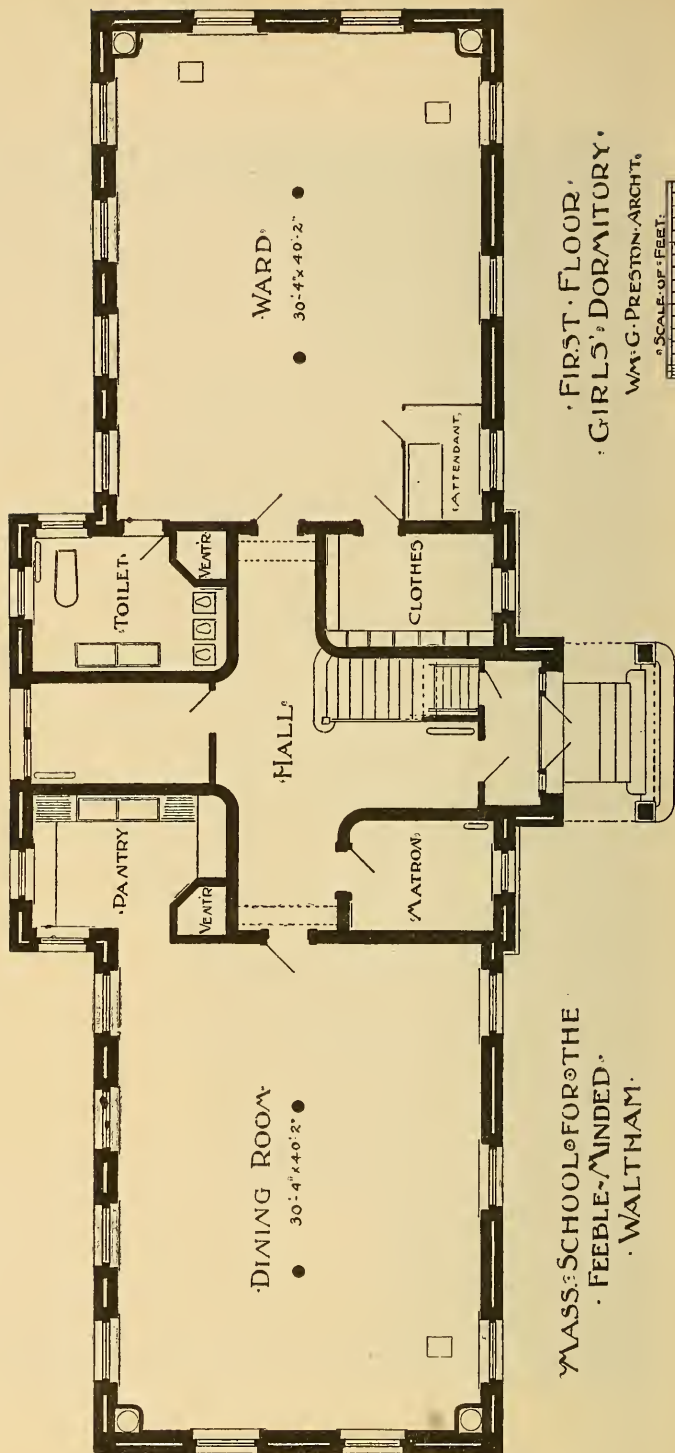
18 POST OFFICE SQUARE.

1895.



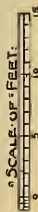


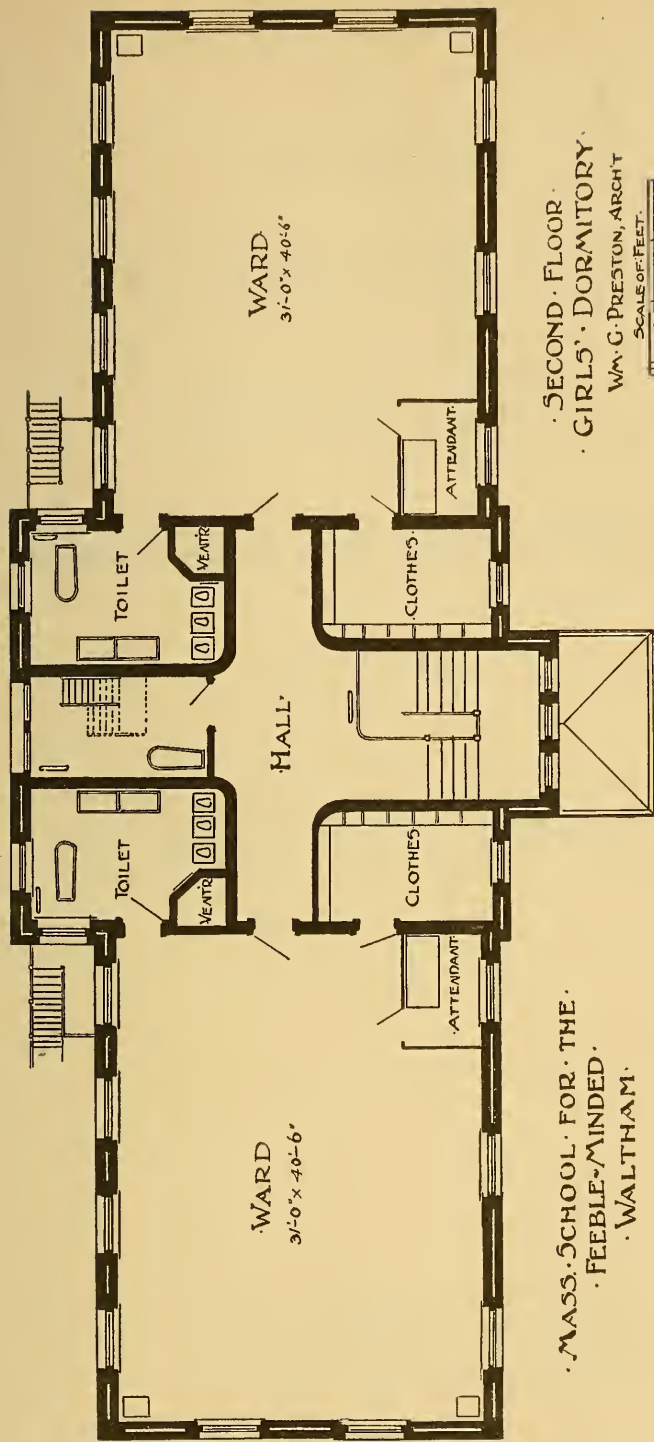
Massachusetts School for the Feeble-minded, Waltham. — GIRLS' DORMITORY.



MASS. SCHOOL FOR THE
FEEBLE-MINDED.
WALTHAM.

FIRST FLOOR.
GIRLS' DORMITORY.
WM. G. PRESTON, ARCHT.





· SECOND · FLOOR ·
· GIRLS' · DORMITORY ·
· W. G. PRESTON, ARCHT ·

SCALE OF FEET.
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· MASS · SCHOOL · FOR · THE ·
· FEEBLE · MINDED ·
· WALTHAM ·



FORTY-SEVENTH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS:

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1894.

BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

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STATE HOUSE, BOSTON

Mass. Officials

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 11, 1894.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR:— I have the honor to transmit to you a copy of the forty-seventh annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,

Secretary.

TRUSTEES FOR 1894-1895.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN.

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

JOHN F. ANDREW,	BOSTON.
FRANCIS J. BARNES,	CAMBRIDGE.
ELIOT C. CLARKE,	BOSTON.
ELIZABETH E. COOLIDGE,	BOSTON.
JOHN CUMMINGS,	WOBURN.
J. S. DAMRELL,	BOSTON.
SAMUEL ELIOT,	BOSTON.
SAMUEL HOAR,	CONCORD.
W. W. SWAN,	BROOKLINE.
GEORGE G. TARBELL,	BOSTON.
ERSKINE WARDEN,	WALTHAM.
F. G. WHEATLEY,	ABINGTON.

State Board of Visitors, ex-officio.
GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,
AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1894-1895.

Superintendent.

WALTER E. FERNALD, M.D.

Matron.

Miss AUGUSTA DAMRELL.

Matron of Asylum Department.

MISS ANNIE WALLACE.

Matron of Boys' Dormitory.

Miss MABEL O. COLBURN.

Matron of Girls' Dormitory.

Miss LIZZIE BARNES.

Matron of Farm House.

Miss CLARA MCPHEE.

Clerk.

Miss E. W. PETERSON.

Stenographer.

Miss ALICE GRAHAM.

Teachers.

Miss L. L. MOULTON.

Mrs. S. E. SHAFFER.

Miss L. J. SANDERSON.

Miss EVERETTA PACKER.

Training Teachers.

Miss MAY BARNES.

Miss SARAH FOSTER.

Instructor in Physical and Manual Training.

MR. F. W. KNIGHT.

Farmer.

MR. L. G. WALLACE.

MEMBERS OF THE CORPORATION.

Michael Anagnos, South Boston.
John F. Andrew, Boston.
Nathan Appleton, Boston.
Henry Barnard, Hartford, Conn.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Mrs. Margaret C. Bliss, Boston.
Chas. P. Bowditch, Jamaica Plain.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Charles R. Codman, Boston.
Eliot C. Clarke, Boston.
Mrs. Alice de V. Clarke, Boston.
Mrs. Elizabeth E. Coolidge, Boston.
Rev. Samuel B. Cruft, Boston.
John Cummings, Woburn.
Benj. Cushing, M.D., Dorchester.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
Benjamin Deau, South Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Samuel Eliot, Boston.
Miss Ellen Emerson, Concord.
Edw. W. Emerson, M.D., Concord.
William Endicott, Jr., Boston.
Clement K. Fay, Brookline.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
Jonathan V. Fletcher, Belmont.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. David G. Haskins, Cambridge.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.

Miss Abbey Hosmer, Concord.
Richard C. Humphreys, Boston.
Luman T. Jefts, Hudson.
Henry Lee, Boston.
Frederic W. Lincoln, Boston.
John Lowell, Chestnut Hill.
Miss Abby F. Marble, New Bedford.
Fred W. G. May, Dorchester.
John C. Milne, Fall River.
Rev. J. F. Moors, Greenfield.
Mrs. Emily M. Morison, Boston.
Dr. J. Henry Robinson, South-
borough.
Rev. Francis G. Peabody, Cam-
bridge.
Miss Laliah B. Pingree, Boston.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Miss Hannah L. Rantoul, Beverly.
Mrs. Henry Richards, Gardiner, Me.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
George B. Shattuck, M.D., Boston.
Fred'k C. Shattuck, M.D., Boston.
Leverett Saltoustaill, Newton.
Benj. F. Spinney, Lynn.
Mrs. Elizabeth Stone, Waltham.
Henry Stone, Boston.
William W. Swan, Brookline.
Mrs. Helen G. Swan, Brookline.
George G. Tarbell, M.D., Boston.
C. B. Tillinghast, Boston.
Henry Tuck, M.D., New York.
Mrs. Mary G. Ware, Lancaster.
Erskine Warden, Waltham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Mrs. Kate Gannett Wells, Boston.
Henry Williams, Boston.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 11, 1894.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Education and the State Board of Lunacy and Charity.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1894.

There are now in the school 437 inmates, feeble-minded persons of all descriptions. Of these the Commonwealth supports 167 in the school department, an increase of 23 over the number of last year, and 47 in the custodial department, a decrease of 6. The cities and towns are charged for the support of 164 in the custodial department. There are 29 private pupils, of whom 5 pay more than the average cost of maintenance and instruction, 17 pay the average cost of maintenance and instruction, while 7 pay a little more than one-third of the average cost. Twenty-nine are beneficiaries of other States, and pay each \$300 per year.

We have received from the Commonwealth the sum of \$35,021.75, which is \$9,166.63 less than the amount received from the Commonwealth last year; but last year's amount included two extra appropriations, one of \$8,000 and the other of \$1,000. This year there has been no unusual appropriation asked for or received. In return for the regular annual appropriation of \$25,000, authorized by chapter 23, Acts of 1887, we have maintained and taught in our school

and training department 167 beneficiaries of the Commonwealth; whereas in 1887, the year in which the annual appropriation was raised from \$20,000 to \$25,000, the beneficiaries of the Commonwealth numbered only 79.

The current expenses of the year have amounted to \$69,-930.86, or \$3.17 for each inmate.

Our dormitories, which seemed so spacious when we so lately first occupied them, are already overcrowded, and it will become a necessity during the coming year to erect one more building to be occupied by the older male cases. We therefore feel entirely justified in asking the Legislature at its coming session to appropriate a sum not exceeding \$30,000 for this purpose.

During the year there have been 196 applications for admission, but only 53 could be admitted. Of these, 40 were of school age and were admitted as school cases. The condition of many who were turned away is not known, as the parents of many rejected cases failed to complete or correct their application papers; but undoubtedly of the 143 who could not be received 50 were of school age. And this is the first time in the history of the school that it can be said that a child of this Commonwealth, of feeble intellect but capable of school instruction, has been denied the benefits and privileges which the Commonwealth would bestow upon each and all of the unfortunate class to which such child belongs. A new building for the older male cases will make room for a large number of school children who can be housed and cared for without otherwise adding to our present plant.

Moreover, in these days of object teaching, it is highly desirable to separate as much as possible the older males from the school department. We have a large number of them who are likely to remain here as long as they live. There are 46 men over twenty years of age. The whole number of males is 246; of these, 123 are over fifteen years old. Of 174 females, 118 are over fifteen years old, 67 being over twenty years old. But the older women are mostly presentable, harmless creatures, pretty actively employed in household work and in assisting in the care of those younger than themselves; while many of the men are

disgusting objects of humanity, or would be, were it not for the close attention of those who have the care of them.

The health of the school has been excellent. There have been but 4 deaths, a remarkably small number, when allowance is made for the sickly and puny condition in which many of the youngest custodial cases are received. As a general thing our inmates grow stronger and stronger in bodily health. Seventy-six of them went home for the vacation, and on their return a great falling off in their average health was noticeable. The hospital for contagious diseases was finished and furnished early in December, at a cost within the appropriation of \$8,000. There has been as yet no occasion for its use.

Although the number of inmates increases, the results attained each year surpass those of the preceding year. The present year has been no exception. This is because, as was stated in our report of last year, we have an efficient corps of teachers, matrons and attendants, working in harmony under the direction of a highly competent superintendent.

In the course of the present year an early and long-trying friend of our institution departed this life. No more fitting tribute to her can now be paid than that contained in the annual report issued a few months after her retirement from active service.

“On the 26th of June, 1879, Mrs. M. McDonald resigned the position of matron. It is not proper, nor in accordance with the feelings of the Trustees, that the retirement of Mrs. McDonald from the post of duty should be stated as part of the history of the year, without an expression of their appreciation of the great value of her service to the school, during the long period of her connection with it, her watchful care of the delicate and important interests confided to her, her tender and constant sympathy for the inmates of the institution, her honorable pride in what it had accomplished in the past, her enthusiastic and never-failing hope for its future. In the early days, when the experiment of attempting to raise the unfortunate class for whom it was established to a higher life was yet a doubtful one, she labored by the side of its distinguished founder, Dr. S. G. Howe, with zeal and courage, in season and out of season as did he, to make that experiment

a success. After some years she retired from the service of the institution, but this retirement was only temporary. Within a year or two she was recalled, and continued in active supervision of the domestic concerns of the school till June, when her resignation was accepted by the Trustees. This acceptance was accompanied by the request that she would continue to discharge the duties of matron till October 1 ; and the Trustees further, in view of her long and faithful service, offered her a home for life at the school."

We refer to the accompanying report of the superintendent for a full statement of the condition of the persons and property entrusted to his immediate care.

JOHN F. ANDREW,
FRANCIS J. BARNES,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
SAMUEL ELIOT,
SAMUEL HOAR,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,

Trustees.

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 11, 1894.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1894.

Movement of Population.

	Males.	Females.	Totals.
Number present Sept. 30, 1893,	246	174	420
Admitted during the year,	33	20	53
Whole number present,	279	194	473
Discharged,	20	12	32
Died,	1	3	4
Number present Sept. 30, 1894,	258	179	437
Average number present,	248	175	423
School cases admitted,	27	13	40
Custodial cases admitted,	6	7	13
Private pupils now present,	20	10	30
Massachusetts school beneficiaries,	116	51	167
Custodial cases supported by the State,	22	25	47
Custodial cases supported by cities and towns,	83	81	164
Beneficiaries of other New England States,	17	12	29

The applications for admission numbered 196, and of this number 43 were admitted, and at least 100 are now awaiting admission.

Of the 53 admissions for the year, 40 were of school age and grade, and were received in the school department. Thirty-one of these children were under twelve years of age.

Thirty-two inmates were discharged during the year. Of this number, 18 were kept at home for various reasons, 4 were insane, 3 were kept at home to work, 2 were placed in the public schools, 2 were removed by order of overseers of

poor, and 3 were discharged by order of State Board of Lunacy and Charity.

There were 4 deaths during the year, less than 1 per cent. of the average number present. Two deaths resulted from chronic heart disease, 1 from epilepsy and 1 from exhaustion following acute erysipelas.

Our inmates have been blessed with exceptionally good health. There have been no cases of epidemic disease, and but few instances of continued sickness of any kind. Indeed, for months at a time we have had no inmate sick in bed for more than one day.

By reference to the statistical table it will be seen that at the close of the year we had a total of 437 inmates. This is at least 17 more than we can properly accommodate. We now have 17 boys sleeping on cot beds in the day rooms. The cases in excess of our capacity were admitted under protest, to relieve conditions of real urgency, where it seemed heartless to refuse shelter and care. So, too, many of the applicants now waiting are very needy cases.

In my report to the trustees for 1893 I said: "Hereafter we can admit new cases only as vacancies are made by the discharge or death of pupils now present. The census of 1890 shows that there are more than 3,000 feeble-minded persons in this State. It is probable that for the next few years applications will be as numerous and insistent as for several years past. If the benefits of the school instruction are to be extended to any considerable number of future applicants, it will be necessary to provide for the discharge of some of the cases who are beyond the school age, and who can be safely and properly cared for elsewhere. If this policy is not adopted, the institution will be in danger of becoming a receptacle for unimprovable adults, instead of a school receiving successive groups of young and improvable children for training and instruction."

I recommend that the trustees authorize the discharge of a sufficient number of adult male cases to reduce our population to the actual present capacity of the institution.

As the larger number of the applicants for admission are of the male sex, I also recommend that a separate building be erected for the especial care of adult male cases of the

custodial class. At the present time, especially with the overcrowded condition of the boys' building, it is difficult to secure the proper classification and separation of the different ages and grades.

I recommend that we construct a building that shall be practically a duplicate of the present girls' dormitory. Such a building can be built, equipped and furnished for \$30,000, and would provide complete accommodations for 75 additional inmates.

The branch of the Waltham city sewer connecting the school grounds with the Metropolitan sewerage system was completed early in December, 1893, and has been in use continuously since that time.

The large vegetable cellar begun last year was completed in time to receive the crops, and provided a store of vegetables until very late in the spring. A new horse shed and storeroom for steam pipe, fittings, etc., have been constructed adjoining the coal shed. A small addition to the stone farm-house, two stories in height, built of field stone with brick trimmings, has been under construction, and is now being plastered. This wing on the first floor will give much-needed room for water-closets, and on the second floor will provide sleeping-rooms for several additional inmates. The cost of these additions and improvements has been charged to current expense account.

The current expenses amounted to \$69,963.40, or \$3.17 per week for each inmate.

The various school-room and training classes have shown the usual degree of improvement; in fact, for several years past we have been gradually lowering the average age of the pupils in the various grades. The training exercises for the lower-grade children have been carefully rearranged and revised with especial reference to the urgent needs and limited capacity of this class of pupils.

“Education as applied to the development of feeble-minded children is now understood in the broadest sense not as mere intellectual training but as uniform cultivation of the whole being, physically, mentally and morally.”

The splendid mental drill and discipline given these children in our formal school classes would really be of

little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the school-room.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of five hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

Each ward or family of about 20 children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized. One Saturday afternoon last winter over 300 children were out coasting at one time.

At least once a week during the school year some evening

entertainment is provided for the children. Last year 44 consecutive weekly entertainments were given consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the school-rooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horrors, followed by a formal and dignified procession made up of the four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically

and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus, to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. This year 66 different boys and girls took part in the contests. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories, and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

With the lower-grade children, the dull and stupid, or those who seem to think and to move only in destructive and undesirable lines, it is rather difficult to provide exercise and occupation which shall not only be harmless but of a nature to initiate desirable action. The problem is to find some exercise simple enough for them to understand and to do, or to devise means of diverting these untoward energies into channels which are in the direction of order and normal conduct, energies which otherwise would certainly prove troublesome. For this purpose we have laid out several circular walks or tracks, similar to the usual athletic running track, five hundred feet or more in circumference. On these arenas these cases are encouraged to work off their surplus

energy by walking around and around the course as long as may be necessary. This expedient makes it possible to prescribe the definite amount of actual exercise necessary in each case. The ordinary walking about the woods and grounds will hardly do this, as with innate indolence they are always looking for a place to sit down, and at every corner they expect to turn back to the house. On the circular track, which for all practical purposes is endless, they despair of finding a turning place, and soon become resigned to the salutary perambulation.

In the same line are the "stone piles," which consist of circles about ten feet in diameter, formed by placing large stones side by side. Two of these encircled areas are located about fifty feet apart, and in one of them is placed a large number of small cobble-stones. The exercise consists in carrying these stones one at a time from one circle to the other, until all are transferred. Children learn to do this who are mentally incapable of understanding or performing the most simple formal gymnastic exercise. It is work reduced to its lowest terms. They really seem to enjoy this exercise, and will keep at it for a long time. The materials employed are indestructible, which is a very great advantage.

These walking tracks and stone piles are located on the playgrounds of these low-grade children. These simple exercises mean that while performing them the child ceases his destructive actions or vicious personal habits, and perhaps for the first time realizes the luxury of normal muscular fatigue.

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

DR. MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, *in account with* RICHARD C. HUMPHREYS, *Treasurer.* CR.

1893-4. Oct.	1893-4. Oct.	By receipts, as follows:—	
To payments during the year, viz.:—		Balance last account,	\$3,728 97
Rent of box at deposit vault,	\$10 00	State, annual allowance,	25,000 00
Fire insurance,	368 08	State, new building and sewer,	8,447 51
Auditor's warrants for current expenses,	69,750 00	Collections at school, viz.:—	
Interest paid on borrowed money,	1,000 00	Board and tuition (including	
Building hospital,	8,000 00	\$8,353.57 for board of State	
Building sewer,	977 51	custodial cases),	\$48,818 44
Betterment tax, estate at South Boston,	427 00	Clothing,	672 14
Re-investments,	6,247 72	Sales,	193 10
Balance to new account,	2,427 52	Income from funds,	49,683 68
			2,347 67
			<u>\$89,207 83</u>

RICHARD C. HUMPHREYS, *Treasurer.*

Boston, Oct. 9, 1894.

We have this day examined the above account, and find the same correctly cast and properly vouched, and showing a balance to Dr. of treasurer of twenty-four hundred twenty-seven and fifty-two one-hundredths dollars (\$2,427 52).

Boston, Oct. 2, 1894.

GEORGE G. TARBELL, } *Auditors.*
CHAS. F. WYMAN, }

ANALYSIS OF CURRENT EXPENDITURES.

OF

MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1894.

Bedding and table linen,	\$762 01
Butter, 7,536 pounds,	1,322 53
Clothing and clothing material,	3,028 58
Coal,	3,402 88
Coffee, 1,514 pounds,	253 16
Construction, improvements and repairs,	10,642 80
Electric supplies, lamps, etc.,	183 81
Entertainments, holidays, etc.,	309 16
Express and freight,	353 25
Fertilizer, vines, seeds, etc.,	634 54
Fish, 4,919 pounds,	232 67
Flour and meal,	2,588 69
Fruit and berries,	455 34
Furnishings,	1,461 54
Groceries,	1,201 55
Hardware and crockery,	507 17
Ice,	353 86
Insurance,	433 08
Laundry,	314 82
Meat, 54,216 pounds,	3,490 24
Milk, 71,039 quarts,	3,355 48
Nursing, medicines and extra medical attendance,	306 60
Oil,	160 13
Postage,	138 45
Potatoes and other vegetables,	950 46
Provisions,	100 59
Rent of safe (treasurer),	10 00

Rice and sago,	\$496 78
School materials, books and papers,	623 02
Shop,	96 81
Small wares, buttons, thread, etc.,	143 32
Stable, grain, hay, etc.,	1,580 25
Stationery, printing, etc.,	544 75
Stock,	465 20
Sugar, 22,216 pounds,	1,000 49
Sundries,	77 07
Superintendence and instruction,	7,304 17
Tea, 369 pounds,	111 04
Telephone rent,	218 77
Tools,	166 94
Travelling expenses,	67 55
Tuning and repairing pianos,	35 00
Wages and labor,	19,111 72
Wagons, harnesses and blankets,	217 13
Water tax,	750 00
	<hr/>
	\$69,963 40

APPENDIX A.

The classification of the school and the methods of training and instruction followed are set forth at length in a portion of the superintendent's report for the year 1892, here reprinted:—

We have reason to be satisfied with the arrangement of the new institution buildings. The plan of detached and separate departments greatly facilitates the proper classification of our inmates, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified, as follows: At the girls' dormitory are all the girls of the school grade; at the boys' dormitory are the boys in the school department and the better class of the custodial boys; at the farm-house are the large boys or men who are employed on the farm and with the outside work; at the asylum are the younger custodial boys, the custodial females of all ages and the working force of grown women. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into four comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching

necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into six well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and outdoor recreation, thus securing healthy change and variety. Judging from the results obtained this year, this class work will greatly increase the possibilities of our school training.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly two hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

At the beginning of this year our manual-training department was thoroughly reorganized. The training room was equipped with a first-class outfit of tools and benches. Three of our teachers prepared themselves for this work by attending a normal

course at the North Bennet Street Industrial School. The boys were graded into small classes, and these classes have received systematic, progressive training throughout the year. The teachers and pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The varied routine work of a large institution affords a variety of occupations where the inmates can be employed with great benefit to themselves and to the advantage of the institution. This practical industrial training is a very important part of the education of our pupils. They are much happier and better off in every respect when they know they are doing some useful work. I hardly know how we would control and manage some of our larger boys and girls if their surplus energies were not worked off by a reasonable amount of manual labor.

Certain daily duties are assigned to each boy and girl, and these duties are often changed, to make them familiar with different kinds of work. The boys take great interest in the farm and garden work. This year they have picked hundreds of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They did all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two

boys. Other boys assist the baker, carpenter and engineer. One boy devotes all his time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our four hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing-machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" is often quite touching. This responsibility wonderfully helps in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

APPENDIX B.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows :

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth : *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council ; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors, whose duty it shall be to visit and inspect

said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provisions of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next. [*Approved April 9, 1878.*]

1886.

[ACTS, CHAP. 298.]

AN ACT concerning the Massachusetts School for the Feeble-minded.*Be it enacted, etc., as follows:*

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the State elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion, receive, maintain and educate, except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4. * There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded

* Repealed, chapter 123, Acts of 1887.

for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from

the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and

chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[ACTS, CHAP. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six, entitled, **An Act concerning the Massachusetts School for the Feeble-minded.**

Be it enacted, etc., as follows :

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 27, 1887.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts,

two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without their order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof: *provided, however*, that, if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

PUBLIC DOCUMENT

. . . . No. 28.

FORTY-EIGHTH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1895.

BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

18 POST OFFICE SQUARE.

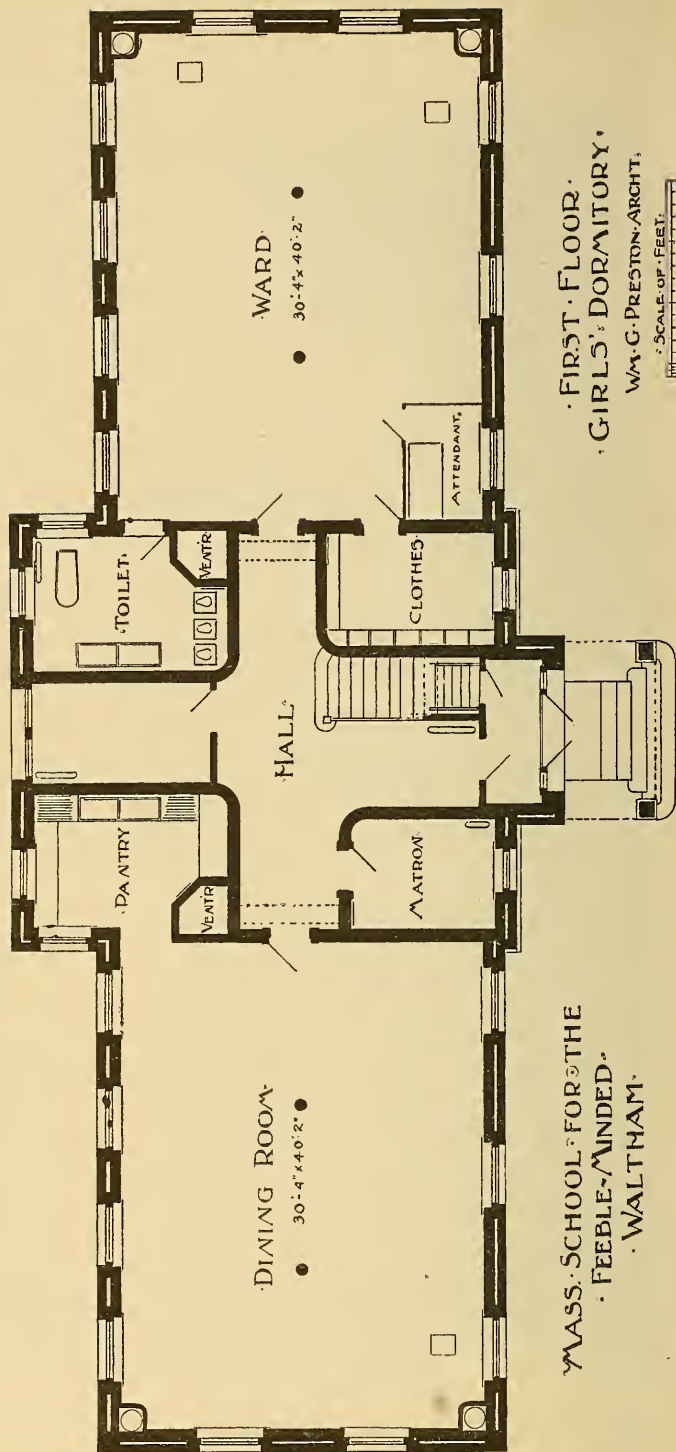
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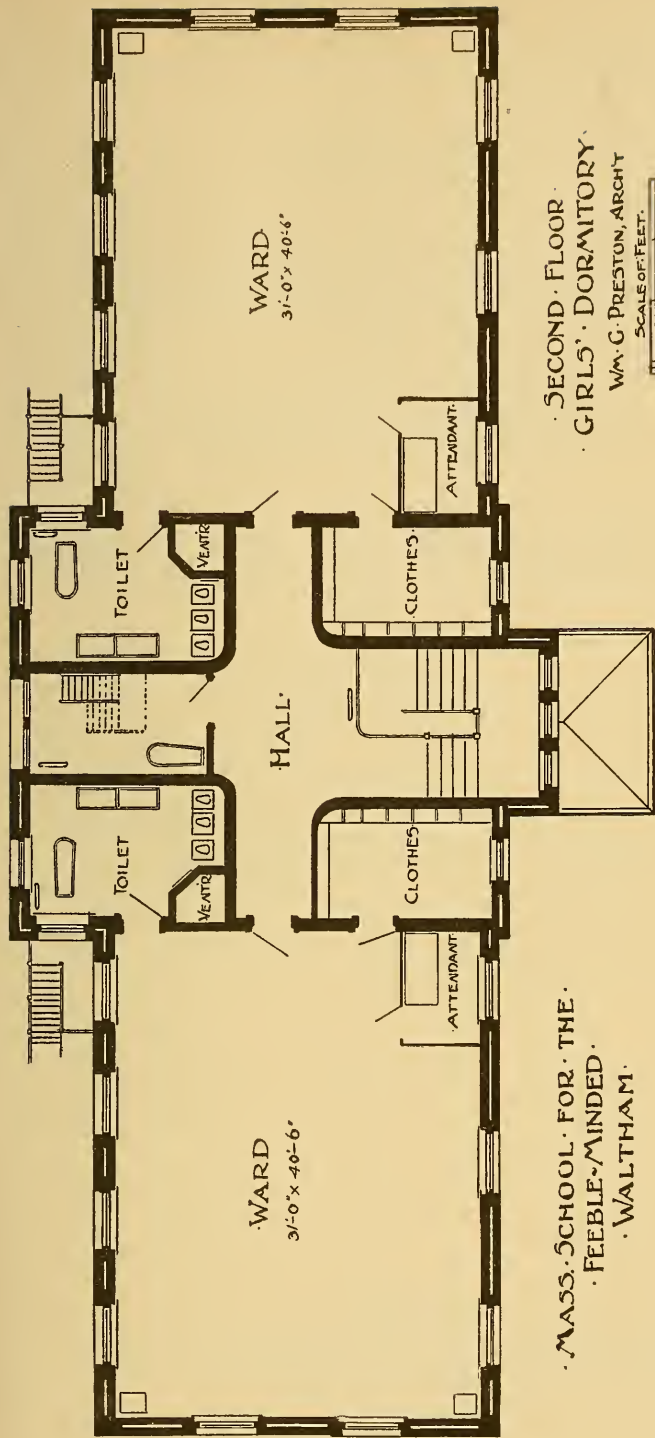
Massachusetts School for the Feeble-minded, Waltham. — GIRLS' DORMITORY.



FIRST FLOOR.
GIRLS' DORMITORY.
W. G. PRESTON, ARCHT.

SCALE OF FEET.
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MASS. SCHOOL FOR THE
FEEBLE-MINDED.
WALTHAM.



SECOND FLOOR
GIRLS' DORMITORY
WM. G. PRESTON, ARCHT

MASS. SCHOOL FOR THE
FEEBLE-MINDED
WALTHAM

FORTY-EIGHTH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS:

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1895.

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 10, 1895.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR:—I have the honor to transmit to you a copy of the forty-eighth annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,

Secretary.

TRUSTEES FOR 1895-1896.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN.

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

FRANCIS J. BARNES,	. . . . .	CAMBRIDGE.
ELIOT C. CLARKE,	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE,	. . . . .	BOSTON.
JOHN CUMMINGS,	. . . . .	WOBURN.
J. S. DAMRELL,	. . . . .	BOSTON.
SAMUEL ELIOT,	. . . . .	BOSTON.
SAMUEL HOAR,	. . . . .	CONCORD.
W. W. SWAN,	. . . . .	BROOKLINE.
GEORGE G. TARBELL,	. . . . .	BOSTON.
ERSKINE WARDEN,	. . . . .	WALTHAM.
F. G. WHEATLEY,	. . . . .	ABINGTON.
CHARLES F. WYMAN,	. . . . .	CAMBRIDGE.

State Board of Visitors, ex officio.

GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1895-1896.

Superintendent.

WALTER E. FERNALD, M.D.

Matron.

Miss AUGUSTA DAMRELL.

Matron of Asylum Department.

Miss ANNIE WALLACE.

Matron of Boys' Dormitory.

Miss MABEL O. COLBURN.

Matron of Girls' Dormitory.

Miss LIZZIE BARNES.

Matron of Farm House.

Miss CLARA MCPHEE.

Clerks.

Miss E. W. PETERSON.

Miss ALICE GRAHAM.

Stenographer.

Miss ALICE CHACE.

Teachers.

Miss L. L. MOULTON.

Miss L. J. SANDERSON.

Mrs. S. E. SHAFFER.

Miss EVERETTA PACKER.

Training Teachers.

Miss MAY BARNES.

Miss RUBY MCPHEE.

Miss SARAH FOSTER.

Instructor in Physical and Manual Training.

MR. F. W. KNIGHT.

MEMBERS OF THE CORPORATION.

- Michael Anagnos, South Boston.
Nathan Appleton, Boston.
Henry Barnard, Hartford, Conn.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Mrs. Margaret C. Bliss, Boston.
Chas. P. Bowditch, Jamaica Plain.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Charles R. Codman, Boston.
Eliot C. Clarke, Boston.
Mrs. Alice de V. Clarke, Boston.
Mrs. Elizabeth E. Coolidge, Boston.
Rev. Samuel B. Cruft, Boston.
John Cummings, Woburn.
Benj. Cushing, M.D., Dorchester.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
Benjamin Dean, South Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Samuel Eliot, Boston.
Miss Ellen Emerson, Concord.
Edw. W. Emerson, M.D., Concord.
William Endicott, Jr., Boston.
Clement K. Fay, Brookline.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
Jonathan V. Fletcher, Belmont.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. C. E. Harrington, Waltham.
Rev. David G. Haskins, Cambridge.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Miss Abbey Hosmer, Concord.
Richard C. Humphreys, Boston.
Luman T. Jefts, Hudson.
Henry Lee, Boston.
Frederic W. Lincoln, Boston.
John Lowell, Chestnut Hill.
Miss Abby F. Marble, New Bedford.
Fred W. G. May, Dorchester.
John C. Milne, Fall River.
Mrs. Emily M. Morison, Boston.
Mrs. Anna M. Peabody, Boston.
Frederick W. Peabody, Boston.
Rev. Francis G. Peabody, Cambridge.
Mrs. Elizabeth B. Perkins, Boston.
Miss Laliah B. Pingree, Boston.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Miss Hannah L. Rantoul, Beverly.
Mrs. Henry Richards, Gardiner, Me.
Dr. J. Henry Robinson, Southborough.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
George B. Shattuck, M.D., Boston.
Fred'k C. Shattuck, M.D., Boston.
Benj. F. Spinney, Lynn.
Mrs. Elizabeth Stone, Waltham.
Henry Stone, Boston.
William W. Swan, Brookline.
Mrs. Helen G. Swan, Brookline.
George G. Tarbell, M.D., Boston.
C. B. Tillinghast, Boston.
Henry Tuck, M.D., New York.
Mrs. Annie P. Vinton, Boston.
Mrs. Mary G. Ware, Lancaster.
Erskine Warden, Waltham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Mrs. Kate Gannett Wells, Boston.
Henry Williams, Boston.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 10, 1895.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Education and the State Board of Lunacy and Charity.

The trustees have the honor to submit their annual report, ending Sept. 30, 1895.

There are now in the school 423 inmates, feeble-minded persons of all descriptions. Of these, 166 are supported by the Commonwealth in the school department and 47 in the custodial department. The towns and cities are charged for the support of 152 in the custodial department. There are 34 private pupils, of whom 4 pay more than the average cost of maintenance and instruction, 22 pay the average cost of maintenance and instruction and 8 pay about one-half the average cost. There are 24 beneficiaries of other States, who pay each about \$300 per year.

The current expenses of the year have amounted to \$70,012.87, or \$3.15 per week for each inmate.

In our last annual report we stated that it was desirable to erect another dormitory to be occupied by the older male cases, and later we went to the Legislature with a petition for an appropriation for the purpose, not to exceed \$30,000. The money was withheld. Like other similar charitable organizations, public and private, the school felt the general financial depression of the winter. It was felt, however,

only to the extent that the usual annual increase in numbers was stopped, and the general development of the institution checked. Remaining within our old numbers, — we have been obliged to make a slight decrease, — the year has been fully as gratifying in results attained as any previous year. The health of the inmates has been excellent. There have been no changes in the corps of teachers and matrons, and scarcely any among the attendants; and what was said last year in commendation of the superintendent and those under him we may repeat now.

The trustees, however, do not feel that their full duty is performed by merely taking care that the provisions of the statute are carried out with respect to the 400 inmates, or any number of inmates present at any one time. We are constantly reminded of the many feeble-minded persons in the Commonwealth who do not have the benefit of systematic training, and from time to time feel called upon to make recommendations or suggestions concerning them. The idiots and feeble-minded who are with us are well enough off. It is for the Legislature to say what shall be done with the rest of them — some 3,000 — living in Massachusetts. A year ago we stated that there had been 196 applications for admission during the previous year, and that but 53 persons had been admitted. Some of these 53 had been applicants still further back. This year the admissions have been 47, some of the cases admitted being of the 196 applying last year. But there have been 164 additional applications for admission, and of these applicants only 31 have been admitted. During the last four years more than 500 applicants have been turned away for want of room, or rather have been kept back, since the names of most of them are still on our books, beseeching admission; and it is well known that many physicians have ceased to recommend that cases be sent to the school, owing to its crowded condition.

With a new building for the older male cases we not only could increase our numbers by from 75 to 100 inmates without other addition to our plant, but a much improved classification could be made. It is desirable to entirely separate from the school department grown and nearly grown men, and this is impossible without an additional building. The

whole number of males in the institution is 247; of these, 132 are over fifteen years old and 54 are over twenty years old. It is true that we have thus far got along with old and young, school cases and custodial, all closely associated, and we annually report the school to be in a flourishing condition. But humanity demands that there shall be more divisions, or groups, when the number so increases that proper classification can be had without additional expense. Many of the parents of children that are maintained and educated here at public expense should not be considered as of the pauper class. Their unfortunate offspring are sent to us because their presence at home would tend to pauperize the whole family, requiring, as they do, so much more of the attention of the parents than normal children. The sensitive feelings of such parents are to be respected. It is heart-sickening for the mother, when she leaves here her boy, who may be as fair to look at as his more fortunate brothers, to feel that he is to grow up among the disgusting men she has seen about the common dormitory. Nor are her fears foolish fears.

Nearly to the same degree is felt the want of a new building for the grown feeble-minded women. Of these there are 75 over twenty years of age. Some of them have been in penal institutions, and there are among them many whose imbecility has become known only after they have become thoroughly corrupt. Since the reorganization of the school by the act of 1886, the care of feeble-minded grown women has been a leading feature of our work, and it gives us satisfaction to say that the work has been most successful. The control that some of the attendants have over the women and girls who in the outer world have passed for bad is marvellous. There is nothing that the strange creatures would not attempt at the word of their mistress. But it is well to keep them apart from the younger girls. A new building that would accommodate 75 women would permit the increase of the number of inmates in the whole school to that extent, and the west building could be wholly given up to the very young unimprovable cases of both sexes — a use to which it is admirably adapted, and for which it was originally intended. Almost the entire community believes

that this school is the best home for women and girls of feeble intellect.

The current expenses would be less per capita than they now are if the number of inmates and the territory occupied admitted of perfect classification.

FRANCIS J. BARNES,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
SAMUEL ELIOT,
SAMUEL HOAR,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,
F. G. WHEATLEY,

Trustees.

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 10, 1895.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1895 :—

Movement of Population.

	Males.	Females.	Totals.
Number present Sept. 30, 1894,	258	179	437
Admitted during the year,	29	18	47
Whole number present,	287	197	484
Discharged,	35	18	53
Died,	5	3	8
Number present Sept. 30, 1895,	247	176	423
Average number present,	251	175	426
School cases admitted,	19	9	28
Custodial cases admitted,	10	9	19
Private pupils now present,	22	12	34
Massachusetts school beneficiaries,	113	53	166
Custodial cases supported by the State,	20	27	47
Custodial cases supported by cities and towns,	75	77	152
Beneficiaries of other New England States,	17	7	24
Applications for admission during the year,	—	—	164

At the beginning of the year our wards were considerably overcrowded. At one time we had 21 inmates sleeping on cot beds in the day-rooms. This overcrowding seriously interferes with the order and discipline of the institution and tends to lower the standard of the work done. At the close of the year the number present had been reduced to 423, about the normal capacity of the institution as now arranged.

The number of admissions was smaller than for several years past, as we are now able to receive new cases only as vacancies are made by the discharge of other inmates.

Of the discharges, 28 were kept at home by their friends for various reasons. Nearly all were pupils who had been much improved by the training and instruction received here, and had parents or other friends able and willing to care for them at home. Seven cases were kept at home to attend public school, 2 have gone to work outside for regular wages, 3 were removed by order of overseers of poor and 2 were sent to their friends in other States by order of the State Board of Lunacy and Charity. Four adult male custodial cases were discharged by order of the trustees. Seven cases of insanity were transferred to the insane hospital: 4 of these were insane when admitted, and were committed here under a misunderstanding as to their actual mental condition; 3 were imbecile from infancy, and developed dangerous delusions soon after puberty.

The general health has been good, as a rule. During the winter months, however, within a very few weeks' time, we had two cases of scarlet-fever, two of chicken-pox, one of whooping-cough and several of mild diphtheria. The children were immediately put under strict quarantine in our contagious hospital, and all recovered. The prompt and thorough isolation of the cases at the beginning undoubtedly prevented a serious and complicated epidemic, and demonstrated the inestimable value of this contagious hospital. The several diseases were very prevalent at the time in neighboring communities. Many of our pupils are of susceptible age, and friends who visit them often come from homes where such diseases are actually present. Under these conditions we must expect frequent visitations from this class of diseases. In order that we may more thoroughly cut off such cases from all possible contact with the rest of the institution, I recommend that we add a small kitchen to the hospital building, so that the food for the patients and nurses may be prepared in the building and not sent from the main kitchen. We already have a laundry in the basement, where the bedding and clothing are safely handled. I also recommend the purchase of a new steam

disinfector for the thorough disinfection of bedding and clothing.

There were 8 deaths during the year: 3 resulted from epilepsy, and 1 each from consumption, acute peritonitis, peritonitis following operation for appendicitis, hemorrhage from stomach and exhaustion from acute mania.

There have been no important changes in the methods of care and instruction, considered at some length in our annual reports for several years past. The pupils in the various school and training classes have shown satisfactory general improvement. We are especially well satisfied with the progress shown in the industrial training classes. For example, one class of six boys has painted the interior walls of the west building, as well as the walls of many rooms in other buildings; in fact, they have done all the painting and varnishing necessary to keep all our buildings in perfect repair. This work compares well with that done by paid workmen. The labor alone on the work done in the west building, if done by outside workmen, would have cost at least five hundred dollars. But, after all, the work upon the farm furnishes one of the most effective means we have of developing our boys both mentally and physically. It is a striking fact that some of the most useful boys on the farm, boys who are now able to do careful work in quite an intelligent manner, were able to accomplish practically nothing in the way of intellectual work in the school-rooms. The farm has furnished for our tables a very large quantity of food products, including over five hundred bushels of potatoes and an abundant supply of vegetables of every kind. Our own cows furnish about one-half of the large quantity of milk used in the institution.

The addition to the farmhouse, for additional water-closets and toilet rooms, under construction at the time of the last report, was duly completed, and greatly simplifies the administration of that department. The coal shed at the west building has been enlarged to double its former size; this enables us to purchase and store at one time a full year's supply of coal. We are now building a small one-story extension to the boys' dormitory, to provide a wash room for the use of the large force of boys who work out-

side on the farm. The cost of these improvements has been charged to current expense account.

The current expense for the year amounted to \$70,012.87, or \$3.15 per week for each inmate.

It is only within a few years that closer investigation of large numbers of school children, both in Europe and this country, has shown the existence of a very large class of children who, while not actually imbecile, present a certain amount of mental deficiency rendering them incapable of profiting by ordinary school methods. One or more such "backward" (or "feebly gifted mentally" or "mentally feeble") children are to be found in every elementary school. Indeed, in London, after examination of over one hundred thousand school children, Dr. Francis Warner reports that about ten per cent. of the whole number were mentally deficient and needed special instruction.

Professor Monroe of Stanford University, California, says: "The degree of mental disorder which unfits a child to attend the public schools of the State has varied widely in point of time. Fifty years ago many children with minor psychical abnormalities — now considered proper subjects for special institutions — were freely admitted to the privileges of the common schools so long as they did not seriously interfere with its even tenor or jeopardize the lives and morals of other children; and in most sections of our country to-day the child with deranged nervous mechanism, distorted perception, slight power of attention, uncertain memory and weak will-power is admitted to the same school and subjected to the same methods and course of study as the normal and healthy children in the community. Kept in graded schools as they are, with teachers who have little knowledge of their condition and no appreciation of their needs, they leave these schools and take prominent rank among the paupers, social failures and criminals."

In Germany, as far back as 1881, a separate class was established in connection with the municipal schools of Brunswick for this special class of backward children. It now has over one hundred pupils, and has obtained the most satisfactory results. At first there was a prejudice against it, but a few wealthy people sent their children

there, and when they did so the impression that it was to be a school for outcasts was effaced. Such classes have been introduced at Cologne, Dusseldorf, Dresden, Elberfeld, etc. The methods employed in these schools are practically those used in special institutions for the feeble-minded all over the world. The teachers have small classes, averaging from ten to twenty pupils. This gives opportunity for individual instruction, and much attention to physical, sensorial and manual training. In fact, these classes are practically day schools for the feeble-minded.

In Norway, Sweden and Denmark, also, such classes have been carried on for many years in connection with the public elementary schools with much success under the direction of superintendents of neighboring institutions for the feeble-minded.

In London, since 1892, seventeen special classes auxiliary to the board schools, with more than six hundred pupils, have been established in the more densely populated sections of the city. These classes receive pupils from the ordinary elementary schools of the surrounding districts. Children are selected after their probation for some two years in an ordinary school, upon the recommendation of the teacher observing the deficiency, with the approval of an expert medical officer. It is hoped that this arrangement will eventually sift out the entire class of abnormal children, and that a large proportion of the backward children may be fitted to return to the public schools, while the less hopeful cases may be transferred to asylums for imbeciles.

A few notes of one of these English classes may be of interest: "The most skilful teacher in the department was chosen as the teacher of the class. Twelve children were selected, and at the outset great care was taken to prevent the scheme being misunderstood by the parents. The class was called the 'special' class, and the teacher visited the parents of each child, explaining in what way the class would be of use. The parents were invited also to come to the lessons, and were pleased at the progress the children had made. The class-room is in a school in one of the poorest parts of the town. To prevent the weaker children from falling in with the rush of boys and girls coming and

leaving school, they arrive and leave a quarter of an hour later than the rest. Elder brothers or sisters waited and took the children home."

It is a question whether it would not be practicable in some of the larger cities of this State to establish similar classes as a part of the public school system, where the "mentally exceptional" children could easily receive the special instruction needed, at the age when such training is most beneficial, without going away from home. The teachers in the lower grades of our public schools can testify to the necessity of such provision.

The table of statistics shows that we had 164 applications for admission during the year. Of this large number only 31 could be admitted. Among the applicants whom we have been unable to admit were many young improvable cases. Many of these children have attended the public school for one or more years, but have been utterly unable to keep up with the regular classes, and are a serious hindrance to the other pupils. It is not easy to convince the parents of these children that it is not possible for us to admit "one more pupil." If all the applicants now actively seeking admission were provided for here, the present capacity of the school would have to be doubled.

There is no question as to the immediate need of further provision for the care and training of the feeble-minded in this State. To meet present needs we should add two additional buildings, each about the size and general plan of the present girls' dormitory. These two buildings could be built, furnished and equipped for \$60,000, and would furnish complete accommodations for 150 additional inmates.

Respectfully submitted,

WALTER E. FERNALD,

Superintendent.

DR. MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, in account with RICHARD C. HUMPHREYS, Treasurer. CR.

1894-5. Oct.	1894-5. Oct.	By receipts, as follows: —	
To payments during the year, viz: —		Balance from last account,	\$2,427 52
Rent of safe at deposit vault,	\$10 00	State, annual allowance,	25,000 00
Insurance premium,	776 25	Collections at school, viz.: —	
Auditor's warrants for current expenses,	69,000 00	Board and tuition (including	
Interest paid on borrowed money,	1,000 00	board of State custodial	
Loans repaid,	5,304 17	cases, \$7,405.21),	\$17,373 25
Balance to new account,	2,146 53	Clothing,	690 26
		Sales,	202 86
		Income from funds,	48,266 37
			2,543 06
			<u>\$78,236 95</u>

RICHARD C. HUMPHREYS, Treasurer.

Boston, Oct. 8, 1895.

We have this day examined the foregoing account, and find the same correctly cast and properly vouched, and showing a balance on hand of twenty-one hundred forty-six and fifty-three one-hundredths dollars (\$2,146.53).

Oct. 1, 1895.

CHAS. F. WYMAN, }
GEORGE G. TARBELL, } Auditors.

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1895.

Bedding and table linen;	\$1,760 66
Butter, 6,688 pounds,	1,295 53
Clothing and clothing material,	2,309 73
Coal,	3,867 45
Coffee, 963 pounds,	179 24
Construction, improvements and repairs,	8,838 93
Electric supplies, lamps, etc.,	126 16
Entertainments, holidays, etc.,	265 16
Express and freight,	502 58
Fertilizer, vines, seeds, etc.,	787 34
Fish, 4,934 pounds,	295 19
Flour and meal,	2,067 66
Fruit and berries,	411 11
Furnishings,	646 94
Groceries,	1,092 09
Hardware and crockery,	896 34
Ice,	333 39
Insurance,	915 13
Laundry,	881 67
Meat, 49,833 pounds,	3,482 98
Milk, 71,017 quarts,	3,348 22
Nursing, medicine and extra medical attendance,	494 54
Oil,	138 53
Postage,	146 60
Potatoes and other vegetables,	874 20
Rent of safe (treasurer),	10 00
Rice and sago,	342 82

School materials, books and papers,	\$365 81
Shop,	125 21
Small wares, buttons, thread, etc,	127 81
Stable, grain, hay, etc.,	1,755 04
Stationery, printing, etc.,	464 12
Stock,	514 50
Sugar, 21,258 pounds,	931 99
Sundries,	62 19
Superintendence and instruction,	6,502 28
Tea, 286 pounds,	76 01
Telephone rent,	147 82
Tools,	108 28
Travelling expenses,	77 99
Tuning and repairing pianos,	35 00
Wages and labor,	21,238 73
Wagons, harnesses and blankets	379 65
Water tax,	790 25
<hr/>	
Total,	\$70,012 87

APPENDIX A.

The classification of the school and the methods of training and instruction followed are set forth at length in a portion of the superintendent's report for the year 1892, here reprinted : —

We have reason to be satisfied with the arrangement of the new institution buildings. The plan of detached and separate departments greatly facilitates the proper classification of our inmates, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are all the girls of the school grade; at the boys' dormitory are the boys in the school department and the better class of the custodial boys; at the farm-house are the large boys or men who are employed on the farm and with the outside work; at the asylum are the younger custodial boys, the custodial females of all ages and the working force of grown women. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into four comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with

capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into six well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety. Judging from the results obtained this year, this class work will greatly increase the possibilities of our school training.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

At the beginning of this year our manual-training department was thoroughly reorganized. The training room was equipped with a first-class outfit of tools and benches. Three of our teachers prepared themselves for this work by attending a normal course at the North Bennet Street Industrial School. The boys were graded into small classes, and these classes have received

systematic, progressive training throughout the year. The teachers and pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The varied routine work of a large institution affords a variety of occupations where the inmates can be employed with great benefit to themselves and to the advantage of the institution. This practical industrial training is a very important part of the education of our pupils. They are much happier and better off in every respect when they know they are doing some useful work. I hardly know how we would control and manage some of our larger boys and girls if their surplus energies were not worked off by a reasonable amount of manual labor.

Certain daily duties are assigned to each boy and girl, and these duties are often changed, to make them familiar with different kinds of work. The boys take great interest in the farm and garden work. This year they have picked hundreds of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They did all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One boy devotes all his time to painting, doing as good work as we

could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our four hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing-machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" is often quite touching. This responsibility wonderfully helps in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

APPENDIX B.

SOME OF THE METHODS EMPLOYED IN THE CARE AND TRAINING OF FEEBLE-MINDED CHILDREN OF THE LOWER GRADES.*

By WALTER E. FERNALD, M.D.

During the past six years at the Massachusetts School for the Feeble-minded we have admitted a large number, several hundred in all, of relatively young children of the lower grade, custodial cases so called. These children are often feeble physically, perhaps incapable of walking without assistance, of feeding or dressing themselves or of making their bodily wants known. Some of them are utterly stupid and listless. Others are very restless and excitable, with marked mischievous and destructive tendencies, such as removing and destroying clothing, breaking window glass, table crockery and furniture. Many cases have very untidy and disgusting personal habits.

When our custodial building was ready for occupancy we received practically at one time a group of about one hundred cases, selected from the most urgent of the many applications on file. The characteristics of this particular group of children may be understood from the following extract from the annual report for 1890:—

“When admitted nearly every one of these children was noisy, untidy, stubborn and intractable generally. Few of them had been under any sort of control or discipline. One had not been out of doors for over three years. Several had been confined in barred rooms at home. How to care for them was a discouraging problem. The wards were veritable bedlams. The children shrieked and made dreadful noises, tore off and destroyed their clothing and seemed utterly unmanageable. Their attendants were appalled and discouraged at the apparent hopelessness of trying to bring any degree of order out of such chaos, and were almost ready to resign in a body.”

The question of providing suitable and proper care and training for these children has presented so many problems and difficulties

* Reprinted from the Proceedings of the Association of Medical Officers of American Institutions for Idiotic and Feeble-minded Persons. Session, 1894.

and caused so much anxiety that I feel warranted in presenting a brief consideration of some of the practical methods of management of these low-grade cases, not with the idea of offering anything especially new or valuable, but with the hope of bringing out the experience and views of other members of this association.

As a rule, these children come to us in poor physical condition. They are generally pale, flabby and badly nourished. They need generous feeding with the most nutritious food in good variety, but of the plainest sort, such as good bread and butter, cereals, an abundance of pure milk, meat at least once a day, preferably in the form of soluble soups and broths, and a liberal supply of fresh vegetables. As a rule, I believe it is perfectly safe and proper to allow these children to eat all they wish of the plain and wholesome articles of diet enumerated above. Their digestive and assimilative functions are so imperfectly performed that they often actually need a much larger ration than would a normal person. They should be given ample time for eating slowly and carefully. The food should be thoroughly cooked and carefully cut and prepared. Half-cooked food or too solid food, bolted without mastication, is a frequent cause of diarrhœa and other digestive disturbances.

They should be given an abundance of cold water to drink. The desire of attendants to limit the number of wet beds may be carried so far as to be really injurious to the child's health. Their emunctories become clogged and choked if the ingestion of nature's universal solvent be unduly restricted. The urine especially becomes overloaded with excrementitious products, and this is a frequent and potent cause of an irritable bladder and the resulting incontinence. At breakfast and dinner they should have all the cold water they want. At supper time the amount may be more carefully regulated.

There is a firmly established tradition that feeble-minded children emit a characteristic disagreeable odor, and that, while the offence of this odor may be mitigated and lessened, it cannot be entirely removed. There is nothing mysterious about this odor, — it generally means that the child is not clean. It can often be greatly lessened by the extraction of decayed teeth and the cleansing and healing of suppurating buccal or oral surfaces. The improved digestion following careful regulation of the diet often removes the cause of a bad breath. Close attention to the personal habits of the child is always necessary. The clogged excretory organs should be flushed out by an ample supply of pure water internally, as above suggested. But, after all, the one im-

portant indication is the external application of soap and warm water. These children need very frequent bathing, perhaps daily or even oftener. The bath should be very thorough; there should be an abundance of warm water, the entire body should be soaped and vigorously scrubbed with a large soft flesh brush, with especial attention to the feet and the flexures of the joints, afterwards thoroughly rinsing the entire body with clean water. Unless this process is carefully and continually supervised, even a first-class attendant will be very likely to do it in an imperfect manner. Merely wetting the body with a little water simply aggravates the condition which causes the bad odor. This frequent and thorough bathing has a very beneficial effect upon the nutrition and general health of these children. These cases need frequent changes of body clothing, many of them daily or even several times a day. One wet or soiled garment will pollute the air of an entire ward.

One of the most troublesome features in the care of these low-grade cases is the frequency of untidy personal habits. They keep up the infantile habit of voiding urine and fæces whenever the desire is felt. The bladder and rectum have not been trained to periodical retention and discharge under the control of the volition. This may be due to dulness of sensation, lack of will-power, general atony of the muscular apparatus, especially of the sphincters and hollow muscles, or to other causes. In many cases the indolence of the child is a potent factor. We must cause the child to lose the habit of being untidy and to acquire the habit of being cleanly and decent. The general raising of the physiological standard, both mentally and physically, which results from the regulation of the diet, the careful bathing, the out-door exercise and the physical and other training, often correct the untidy habits without special treatment. In the way of special training the first thing is to accustom the child to being habitually dry and clean. Whenever he wets or soils his clothing or bedding he should at once be bathed and dressed with clean, dry garments. He soon learns that this adds greatly to his comfort.

Ample and convenient toilet arrangements are very necessary. In addition to a liberal number of water-closets, we have found great advantage in the use of broad, shallow agate vessels, set on a shelf close under the seat of a small hole-chair. These vessels can be easily inspected, and provide the necessary accommodations for speedily excusing a large number of children. On one ward with forty children we have sixteen closets and chairs. These untidy children are regularly detailed in squads for duty in the toilet room the first thing after rising in the morning, the last thing before going to bed at night and at regular and stated intervals

during the day. The night attendant has a list of the cases who are to be taken up once, twice or oftener during the night. They are kept in the toilet room from twenty to thirty minutes or more each time, and they soon learn that they are expected to accomplish the desired result before they are allowed to return to the ward. We have found that constant access to the closet does not accomplish the same results as the periodical "excusing," as it is called. This method, patiently and thoroughly carried out in conjunction with the other training, generally produces very satisfactory results. A large proportion of these cases becomes permanently cleanly, provided a reasonable amount of oversight is maintained.

These children should spend much of their time in the open air. During the summer months they should practically live out of doors. Ample recreation grounds should be provided, situated near the building where they live, so that even the feeble and helpless ones can use them. This playground should be warm and sunny, with protection from chilling winds and with shade available during the heat of the summer. It should also be so situated that the children are not exposed to the gaze of idle curiosity seekers. A basket of playthings should always accompany the children to the playground. Swings, hammocks, sand gardens, shovels, hoes, toy carts, wheelbarrows, etc., should be provided to interest and occupy them. The attendants should actually direct the play of the children. A child who is playing horse or digging in the sand will not be destroying his clothing, and for the time being he will probably forget other undesirable habits. An idle child will be a troublesome child. It is rather difficult to provide occupation and exercise simple enough for them to understand and to do, or to devise means of diverting their untoward energies into channels which are in the direction of order and normal conduct. For this purpose we have laid out several circular walks or tracks, similar to the usual athletic running track, each perhaps five hundred feet in circumference. On these tracks these low-grade cases are encouraged to work off their surplus energy by walking around and around the course, as long as may be necessary. This expedient makes it possible to prescribe the definite amount of actual exercise necessary in each case. The ordinary walking about the grounds will hardly do this, as with innate indolence they are constantly looking for a resting place, and at the first corner they expect to turn back to the house. On the circular track, which for all practical purposes is endless, they despair of finding a turning place, and soon become resigned to the salutary exercise.

In the same line are the "stone piles," which consist of circles about ten feet in diameter, formed by placing large stones side by side. Two of these encircled areas are located about fifty feet apart, and in one of them is placed a large number of small cobble-stones. The exercise consists in carrying these stones, one at a time, from one circle to the other, until all are transferred. Children learn to do this who are mentally incapable of understanding or performing the most simple formal gymnastic exercise. It is work reduced to its lowest terms. They really enjoy this exercise, and will keep at it for a long time. The materials employed are indestructible, and this is a very great advantage. These walking tracks and stone piles are located on the playgrounds of these low-grade children. While performing these simple exercises the child ceases his destructive actions or vicious habits, and perhaps for the first time realizes the luxury of normal muscular fatigue.

Dry, smooth sidewalks should be provided, in order that they may be taken out of doors daily even during the winter season. Their feeble vitality and sluggish circulation make it necessary that they should be very warmly clad in cold weather. On actually storming days they can put on their hats and coats, and with all the windows wide open they practically get the benefit of the outdoor air by marching around and around the ward. They should be kept constantly moving, so that at night they are pleasantly fatigued and ready for sleep. This active, natural out-door exercise is infinitely better than any gymnasium drill.

When they cannot play out of doors some occupation must be constantly provided. A large supply of simple, attractive, durable toys, such as brightly colored building blocks, dolls, or the modern indestructible iron toys, etc., should be in every living-room. They should be allowed and encouraged to get down on the floor with their playthings. There is no more unhappy sight than to see rows of wretched children sitting idly about a ward, with no opportunity to harmlessly work off their surplus energy. It is no wonder that they are destructive and troublesome under such conditions.

The axiom of the new education that "play is a child's work" applies to low-grade feeble-minded children as well as to normal childhood. In normal infancy and childhood, however, the extraordinary activity of the special senses and an innate spontaneity of action enable the child to rapidly acquire a wide experience. His acute powers of attention, observation and perception, impelling him to closest scrutiny and investigation of each new thing, and his countless experiments in physics, all of which we call play,

are the means adopted by nature to exercise and develop the faculties. But with these low-grade cases the feeble power of attention, the weak will-power and defective judgment, delay and lessen if not actually prevent this development. This control of the body and its functions, and familiarity with the simple properties of matter and force, which a normal child seems to acquire almost intuitively, can be gained by these children only after a long-continued process of training. The beginnings of this training must be made very simple and natural and the successive steps very gradual and progressive, going from that which the child already knows or can do to something a little more difficult.

While special gymnastic exercises are of great value as a means of mental and physical discipline and development, they are of secondary importance compared to the exercises incident to the games and amusements common to all children. The well-known fact that these lower-grade cases, as well as feeble-minded children of the higher grades, are pleasantly aroused and stimulated by music, and the further fact that they are quite prone to imitate even habits or actions which they do not at all understand, can be directly applied in the practical training exercises. A noisy, unruly class of very low-grade children can be induced to march in line and more or less in step for a long time to the beat of a drum, showing real interest and pleasure. Children will do this who have previously shown little idea of order or precision either of mind or body. This orderly marching can be gradually made more complicated, single file, double file, slower, faster, etc., walking on tiptoe, running, jumping over hurdles, etc., all to strongly accented music and all in imitation of the teacher or a skilful leader. I have great faith in the drum as a mental stimulant for the active exercises for these children, preferring it to the piano for this purpose.

The practical physical exercises for these cases must be made much more simple than those given in any published system of gymnastics with which I am familiar. I have found it very helpful to carefully write out the various schedules of movements which call for the natural use of the various parts of the body, the doing of common things, etc. The teacher will seldom do good work if she depends upon general principles and the inspiration of the moment for the details of this trying work. The idea of having a *show* class will greatly lessen the value of this kind of a drill. If the teacher is not interested herself, she cannot hope to interest or hold the wandering attention of her pupils. The teacher stands before the class and herself performs the movement, calling upon the children to imitate her, giving the command in a clear, ringing tone

of voice. The entire exercise must be short, sharp and decisive. A child is allowed to observe others perform the movements many times before he is expected to do them.

“At first we elicit volition with reference to a very simple muscular movement. By degrees we can bring the child’s will to bear upon combined movements requiring the co-ordinated use of a more complicated muscular apparatus.”

In these early lessons the child’s consciousness becomes more active, and he learns, perhaps for the first time, *to will to do* certain definite things. His wandering powers of attention, observation and perception are assisted and strengthened by the combined influence of the music, the spoken command and the action performed before him. He learns to see what he looks at, to hear, to understand and to obey.

After the connection between the spoken command and the desired movement is thoroughly understood, the teacher omits the action, and the class perform it from dictation alone, without the music. This is a much more complicated process than the imitative drill. The child must be closely attentive, he must hear and understand the command, he must will to do, he must send out the correct nervous impulse to move certain groups of muscles in a definite manner.

As a direct result of this training, the child often becomes relatively quiet, orderly and obedient. These exercises develop a power of will and of self-control that it would be hard to arouse in any other way.

Right here I want to emphasize my firm conviction that it is utter nonsense to attempt this training of low-grade cases unless it is done in the most painstaking, conscientious and thorough manner by a teacher who thoroughly believes in the real value of this work.

When we began this marching and drill to music with one group of recently admitted cases with habitually untidy habits, the attendants at once noted the fact that these children never wet their clothing during the active exercise.

At intervals following each active exercise comes the drill in silence and quietness, when each child is expected to sit perfectly still with arms folded for perhaps five minutes at a time. This is a valuable lesson in mental and physical self-control.

These children need long-continued actual instruction in dressing and undressing, buttoning garments, lacing shoes, etc. They are taught to correctly use familiar utensils and to do simple domestic work. Here also we have found great assistance in having the schedules of the exact exercises to be attempted carefully written

out, with the assignment of the different children to the various classes. We have regular classes, each containing about six pupils, in floor polishing, faucet burnishing, scouring knives, dusting, sweeping, bedmaking, etc. Children learn to do these things well who show no interest whatever in the idealizations of the kindergarten. Indeed, books, slates and the conventional curriculum of the school-room are not for these low-grade children. Yet all of this training is education in the truest sense.

APPENDIX C.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows :

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth : *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council ; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the

senate, speaker of the house, and the two chaplains, shall constitute a board of visitors, whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provisions of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two

in three years ; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next.
[Approved April 9, 1878.]

1886.

[ACTS, CHAP. 298.]

AN ACT concerning the Massachusetts School for the Feeble-minded.

Be it enacted, etc., as follows :

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department ; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the State elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion, receive, maintain and educate, except in the custodial department,

other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the sat-

* Repealed, chapter 123, Acts of 1887.

isfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved

by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[ACTS, CHAP. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six, entitled, **An Act concerning the Massachusetts School for the Feeble-minded.**

Be it enacted, etc., as follows :

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 27, 1887.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two under shirts, three night shirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts,

two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER F. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all of the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without their order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that, if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

PUBLIC DOCUMENT

. . . . No. 28.

FORTY-NINTH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1896.

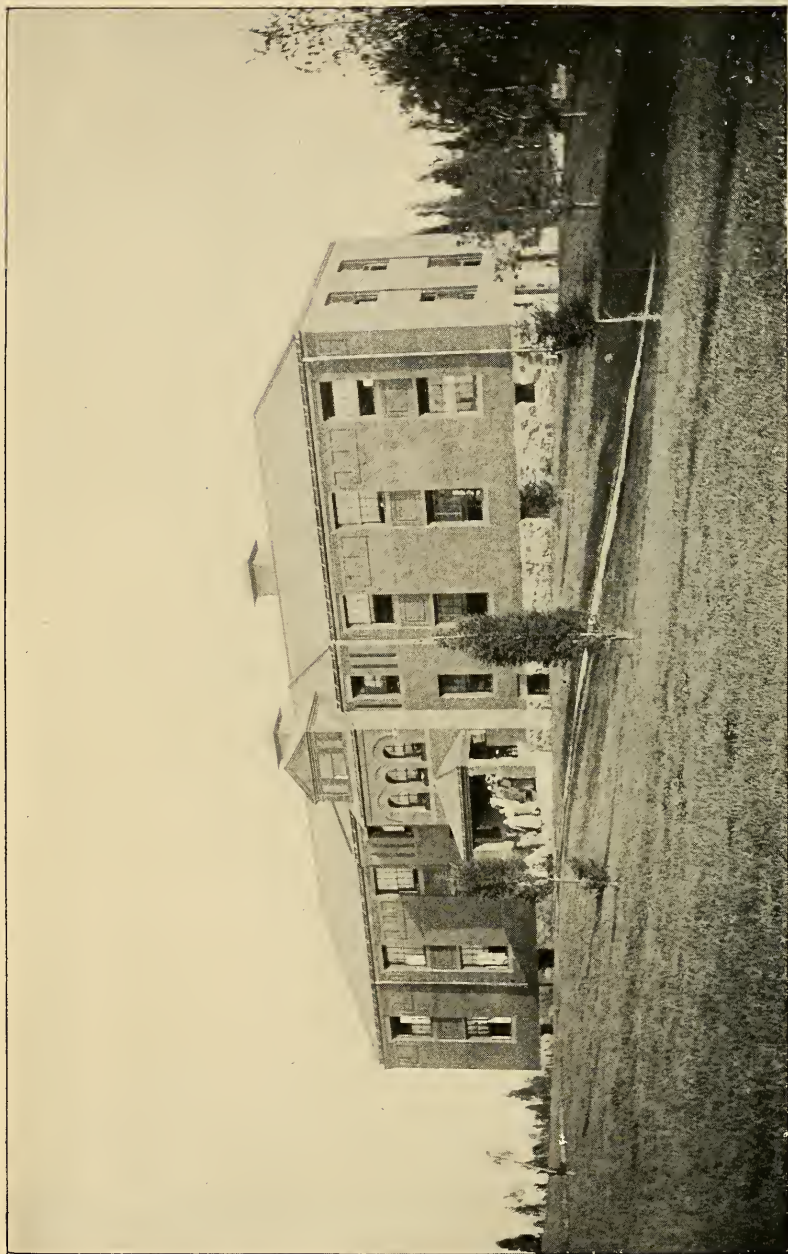
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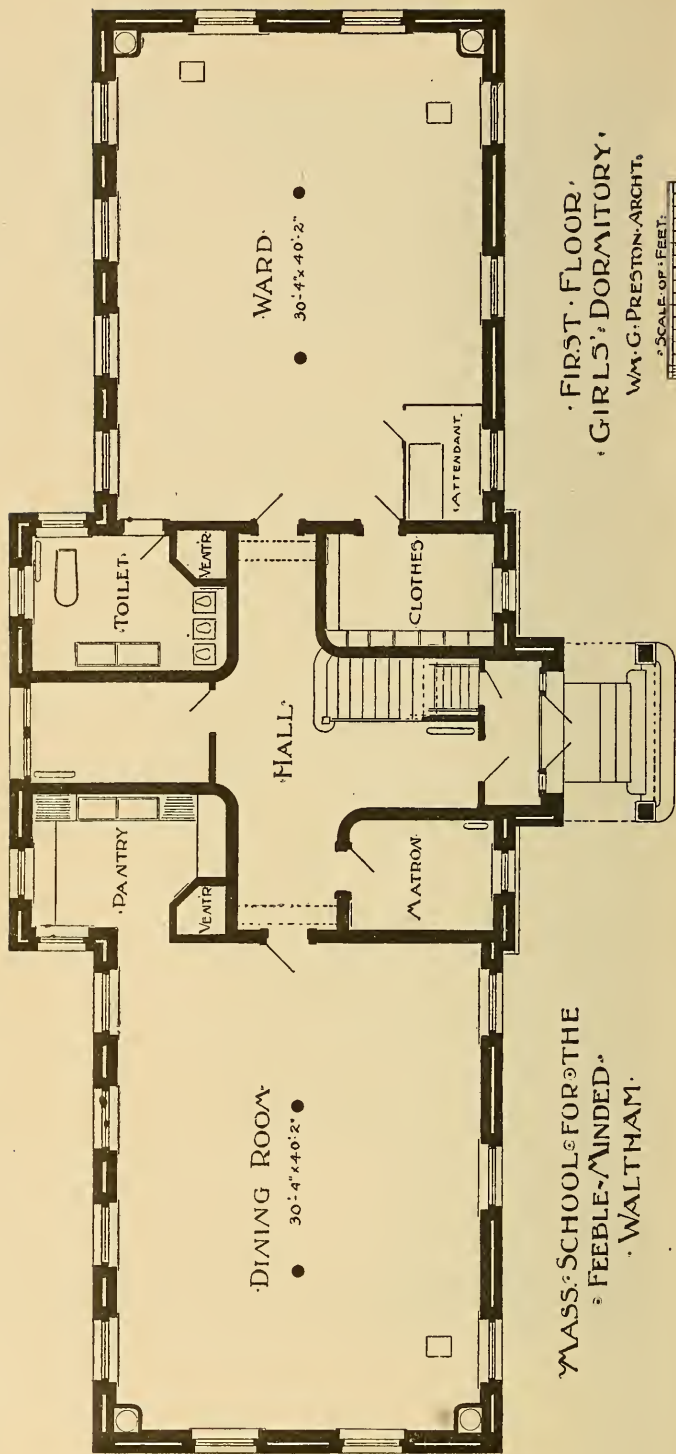
1897.







Massachusetts School for the Feeble-minded, Waltham. — GIRLS' DORMITORY.

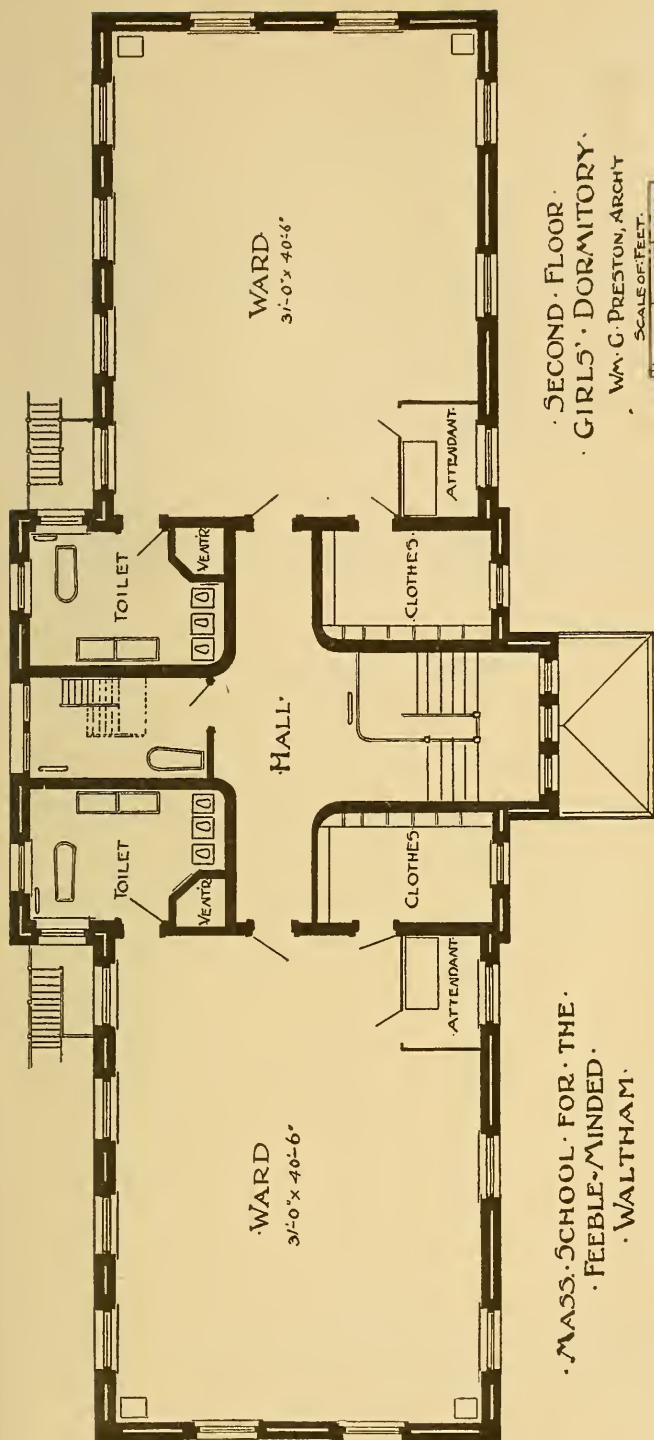


MASS. SCHOOL FOR THE
FEEBLE-MINDED.
WALTHAM.

FIRST FLOOR,
GIRLS' DORMITORY.

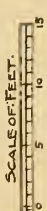
WM. G. PRESTON, ARCHT.

SCALE OF FEET:
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· SECOND · FLOOR ·
· GIRLS' · DORMITORY ·
· Wm. C. PRESTON, ARCHT ·

· MASS · SCHOOL · FOR · THE ·
· FEEBLE · MINDED ·
· WALTHAM ·





FORTY-NINTH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS:

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1896.

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 8, 1896.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR:—I have the honor to transmit to you a copy of the forty-ninth annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,
Secretary.

TRUSTEES FOR 1896-1897.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN.

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

FRANCIS J. BARNES,	.	.	.	.	.	.	.	CAMBRIDGE.
ELIOT C. CLARKE,	.	.	.	.	.	.	.	BOSTON.
ELIZABETH E. COOLIDGE,	.	.	.	.	.	.	.	BOSTON.
JOHN CUMMINGS,	.	.	.	.	.	.	.	WOBURN.
J. S. DAMRELL,	.	.	.	.	.	.	.	BOSTON.
SAMUEL ELIOT,	.	.	.	.	.	.	.	BOSTON.
SAMUEL HOAR,	.	.	.	.	.	.	.	CONCORD.
W. W. SWAN,	.	.	.	.	.	.	.	BROOKLINE.
GEORGE G. TARBELL,	.	.	.	.	.	.	.	BOSTON.
ERSKINE WARDEN,	.	.	.	.	.	.	.	WALTHAM.
F. G. WHEATLEY,	.	.	.	.	.	.	.	ABINGTON.
CHARLES F. WYMAN,	.	.	.	.	.	.	.	CAMBRIDGE.

State Board of Visitors, ex officio.

GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1896-1897.

Superintendent.

WALTER E. FERNALD, M.D.

Matron.

Miss AUGUSTA DAMRELL.

Matron of Asylum Department.

Miss ANNIE WALLACE.

Matron of Boys' Dormitory.

Miss ISABEL J. SAWIN.

Matron of Girls' Dormitory.

Miss LIZZIE BARNES.

Matron of Farm House.

Miss CLARA MCPHEE.

Clerks.

Miss E. W. PETERSON.

Miss MARGARET SMITH.

Stenographer.

Miss ALICE CHACE.

Teachers.

Miss L. L. MOULTON.

Miss L. J. SANDERSON.

Mrs. S. E. SHAFFER.

Miss ADELLE HODGDON.

Training Teachers.

Miss MAY BARNES.

Miss RUBY MCPHEE.

Miss SARAH FOSTER.

Instructors in Physical and Manual Training.

MR. F. W. KNIGHT.

| MR. JOHN HEDMAN.

Foreman of Farm.

MR. DAVID SMITH.

MEMBERS OF THE CORPORATION.

- Michael Anagnos, South Boston.
Nathan Appleton, Boston.
Henry Barnard, Hartford, Conn.
Francis J. Barnes, M.D., Cambridge.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Chas. P. Bowditch, Jamaica Plain.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Charles R. Codman, Boston.
Mrs. Alice de V. Clarke, Boston.
Eliot C. Clarke, Boston.
Mrs. Elizabeth E. Coolidge, Boston.
Rev. Samuel B. Cruft, Boston.
John Cummings, Woburn.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
Benjamin Dean, South Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Samuel Eliot, Boston.
Edw. W. Emerson, M.D., Concord.
Miss Ellen Emerson, Concord.
William Endicott, Jr., Boston.
Clement K. Fay, Brookline.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
Jonathan V. Fletcher, Belmont.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. C. E. Harrington, Waltham.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Miss Abbey Hosmer, Concord.
Richard C. Humphreys, Boston.
Henry Lee, Boston.
Frederic W. Lincoln, Boston.
John Lowell, Chestnut Hill.
Fred W. G. May, Dorchester.
John C. Milne, Fall River.
Mrs. Emily M. Morison, Boston.
Mrs. Anna M. Peabody, Boston.
Rev. Francis G. Peabody, Cambridge.
Frederick W. Peabody, Boston.
Mrs. Elizabeth B. Perkins, Boston.
Miss Laliah B. Pingree, Boston.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Miss Hannah L. Rantoul, Beverly.
Mrs. Henry Richards, Gardiner, Me.
Dr. J. Henry Robinson, Southborough.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
Fred'k C. Shattuck, M.D., Boston.
George B. Shattuck, M.D., Boston.
Benj. F. Spinney, Lynn.
Mrs. Elizabeth Stone, Waltham.
Mrs. Helen G. Swan, Brookline.
William W. Swan, Brookline.
George G. Tarbell, M.D., Boston.
C. B. Tillinghast, Boston.
Henry Tuck, M.D., New York.
Mrs. Annie P. Vinton, Boston.
Mrs. Mary G. Ware, Lancaster.
Erskine Warden, Waltham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Mrs. Kate Gannett Wells, Boston.
F. G. Wheatley, M.D., N. Abington.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 8, 1896.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Education and the State Board of Lunacy and Charity.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1896.

There are now in the school 425 inmates, feeble-minded persons of all descriptions. Of these, 181 are supported by the Commonwealth in the school department and 37 in the custodial department. The towns and cities are charged for the support of 155 in the custodial department. There are 34 private pupils, of whom 5 pay more than the average cost of maintenance and instruction, 12 pay the average cost of maintenance and instruction and 8 pay about one-half the average cost. There are 27 beneficiaries of other States, who pay each about \$300 per year.

The average number for the year has been: males, 248; females, 168; total, 416. There have been 164 applications for admission, but of these only 22 could be received.

The current expenses for the year have amounted to \$70,761.98, or \$3.25 per week for each inmate. The expense per capita has slightly increased, being \$3.25 per week for each inmate, whereas it was only \$3.15 per week for the preceding year. Till now the weekly expense per inmate since the removal from South Boston has been gradually decreasing from \$3.47 in 1890 to \$3.15 last year. At South Boston the cost was considerably greater. For instance, it was \$3.89 in 1886 and \$4.19 in 1887. It is to be observed

that the gradual decrease in expense corresponds with the gradual increase in numbers. The increase in expense this year has been largely owing to a visitation of scarlet-fever. The disease made its appearance at the very beginning of the school year, and it was not until May that it disappeared. Otherwise the health of the inmates has been good.

In our last annual report we stated that it was highly desirable to separate the larger boys and grown men from the school department, and that for that end a new dormitory was needed; and we also said that there was need of a new building for the grown feeble-minded women. Later, soon after the Legislature convened, we made application for a grant of \$60,000 to be applied to the erection of two new buildings for the accommodation of 150 additional persons. This sum was voted on conditions that appear in the resolve approved April 27, 1896, reading as follows:—

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding sixty thousand dollars, to be expended at the Massachusetts School for the Feeble-Minded at Waltham under the direction of the trustees of said institution, for the purpose of erecting two new buildings, in accordance with the recommendations contained in the forty-eighth annual report of the said trustees. No contracts shall be made for the construction of either of the buildings hereby authorized until the plans therefor have been approved by the governor and council; and such approval shall not be given until plans and estimates in detail shall have been submitted to the governor and council and they are satisfied that the cost of the said buildings will not exceed the amount authorized to be expended by this resolve.

Plans for the new building for men and large boys were prepared during the summer, and were submitted, together with estimates in detail, to the governor and council on the 27th of August. The same were on that day by them approved, provided the building shall accommodate 120 inmates and the cost thereof shall not exceed \$35,500. Contracts were made and work was begun immediately, and it is expected that the new dormitory will be ready for occupation in the early spring. It is the intention of the trustees to erect the second building, to accommodate 80

women, during the present school year. It will be a close copy of the present girls' dormitory.

The completion of the second building will give to the school a full complement of buildings corresponding to the acreage. Nor does it seem wise to attempt to provide for further growth in this locality. With the extended accommodations now authorized the limit will have been reached within which there is economy in increasing the number of inmates, and beyond which there is no economy in the increase. With 500 there can be satisfactory classification, and the cost per inmate will be substantially the same, whether there be 500 or 1,000. And adjoining lands are too valuable, or at least are held at too high a price, for the corporation to purchase or recommend their purchase.

Yet there will remain in the community a large number of idiots and feeble-minded persons who are entitled to the benefit of the school, but few of whom under the present course of administration of the affairs of the school can be received. It is not just that those who seek for admission should forever be kept without by those who happen to be within. Especially is this true of the school department proper. In early days, when there were admitted only feeble-minded persons of tender age, capable of improvement by study in the school-room like normal children, only in a less degree, they were generally returned to their homes at a little beyond the age at which children of full strength, mental and physical, finish at grammar schools, and young children were admitted to take their places. But since the custodial department was created and big dormitories have been built, the old practice has been largely discontinued, and many children are staying on as men and women. Why this is so we have shown in former reports. Many of our pupils are wholly friendless. Their homes have been broken up in their absence. Their parents have died, and there is no one to receive them. The placing out of feeble-minded persons is rarely satisfactory. Seldom can a discharged male pupil support himself independently, and the school instruction received by a female pupil would be of slight help to keep her from evil should she be cast out into the world to shift for herself. Thus the school fills up

with adults, and the number that can receive substantial benefit from the study of books or by work on a school-room blackboard gets smaller and smaller. A remedy must be found. We believe in the school, strictly educational, that was founded half a century ago.* Again and again have we urged upon the Legislature that it must not be given up. We must from time to time admit improvable cases, and as a rule they in turn must give way to others after a few years' instruction. But we also regard a custodial institution in which the Commonwealth shall take permanent care of feeble-minded women and low-grade idiots of both sexes as an absolute necessity, and we think that the creation of a custodial department and the uniting of the two departments, school and custodial, in a single organization, by the act of 1886, was eminently wise and proper. It is only by study and investigation and experience that we can determine what in any case is the best course to pursue or recommend; and, with due regard to economy, the best results in any case will be reached by those in charge only when those in charge are familiar with every grade of idiocy.

But, whatever may be the organization or administration of the school here at Waltham, if there shall be no increase of territory, there will always be a large number of persons seeking admission that cannot be received. If in order to make room for new cases it shall be our practice to discharge every year a number of the older children from the school department, there will always be some that have no homes to which they may return, and some that it would be inhuman to send to an almshouse or even to their homes. And there will continue the steady growth of the custodial department for which provision must be made.

What, then, shall be the remedy, there being no room for further increase of members in our present location? We suggest this: that the Commonwealth shall purchase a tract of wild land of not less than 1,500 acres; that from time to time, as occasion shall require, there shall be erected upon this land dwelling-houses, barns, storehouses and shops,

* The school department of this institution, originally the only department, remains and will always remain the chief department, worthy, above all other departments, of being amply sustained.

small rather than large, and of moderate cost; and that such estate, at first so equipped only to a limited extent, shall be appropriated to the reception, care and maintenance of adult male cases that shall have received a course of training at the school at Waltham.

With such an outlet the school at Waltham could be made more useful in its general work than at present, while the men and older boys transferred from Waltham to the newly acquired land would be fully as well off in every respect as here. We should at first confine the transfer to males, because there are four or five applications for the admission of males to the school to every application for a female. For the present we can take care of the women and large girls at the school. What to do with them hereafter we will determine when occasion shall arise.

The tract of land purchased should be not far from the line of one of the railroads passing through Waltham, and with its occupants would probably best be managed as a part of this school by the trustees of this school; but the course to be pursued can be determined after its acquisition.

Let our purchase be a wilderness. What is wanted is a place for work. When we take it, let there be no trace of cultivation. The desert shall rejoice and blossom like the rose. Another fifty years or more shall pass, and a fair domain, with its shapely walls, fine roads, green fields, gardens and orchards, the production of the toil of these unfortunate boys and men, will be one of the glories of the Commonwealth.

FRANCIS J. BARNES,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
SAMUEL ELIOT,
SAMUEL HOAR,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,
F. G. WHEATLEY,

Trustees.

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 8, 1896.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1896 : —

Movement of Population.

	Male.	Female.	Total.
Number present Sept. 30, 1895,	247	176	423
Admitted during the year,	22	18	40
Whole number present,	269	194	463
Discharged,	14	13	27
Died,	3	8	11
Number present Sept. 30, 1896,	252	173	425
Average number present,	248	168	416
School cases admitted,	16	15	31
Custodial cases admitted,	6	3	9
Private pupils now present,	16	9	25
Massachusetts school beneficiaries,	122	59	181
Custodial cases supported by the State,	16	21	37
Custodial cases supported by cities and towns,	78	77	155
Beneficiaries of other New England States,	20	7	27
Applications for admission during the year,	—	—	164

Of the 40 admissions for the year, 24 were good school cases, 7 were females over fourteen years of age, 5 were adult males who had become very troublesome members of the community.

Of the discharges, 5 were not returned from vacation, 14 were kept at home by friends for various reasons, 2 were returned by order of overseers of the poor, 2 were taken to

the State Almshouse by order of State Board of Lunacy and Charity and 4 were transferred to the insane hospital.

There were 11 deaths during the year: 3 resulted from phthisis pulmonalis, 3 from scarlet-fever and 1 each from heart disease, epilepsy, marasmus, typhoid fever and acute peritonitis.

At the very beginning of the school year we were confronted by a troublesome outbreak of scarlet-fever. The first case appeared in the girls' dormitory, October 5, and was rapidly followed by other cases in the other houses, in spite of the most careful isolation and quarantine of infected or suspected cases and the most vigorous and thorough disinfection of infected apartments. Within a month's time 23 children came down with the disease. After the first month a new case appeared about every four weeks until May 13, since which time we have been free from the disease. In all there were 31 cases, — 29 inmates and 2 employees. Fortunately, the disease was of rather mild type, and there were only 3 deaths, all of very feeble young children. This sickness seriously interfered with the training classes and school exercises, and prevented all social gatherings and entertainments for the children for the entire winter season. The whole institution staff were kept busy with the care of the sick and efforts for preventing the further spread of the disease. These 29 children lived on 11 different wards, each ward containing from 20 to 50 children. With so many susceptible persons exposed, we should be thankful that a much larger number did not contract the disease. Nearly all the cases occurred in children under ten years of age.

The current expenditures for the year have amounted to \$70,761.98, or \$3.25 per week for each inmate. The slightly increased per capita cost is due to the decrease in the average number present, 416 against 426 last year, and to the extra expense caused by the outbreak of scarlet-fever.

A small addition has been made to the hospital building, to provide room for a kitchen. A wing containing a large lavatory and a coat room has been added to the rear of the boys' dormitory, for the use of the large force of working boys. A small but very complete disinfecting plant has been built near the hospital, consisting of a brick building,

15 by 25 feet, containing a steam disinfecting drum, 4 feet in diameter and 7 feet long. With this apparatus a large quantity of infected bedding or clothing may be quickly and thoroughly subjected to live steam at a temperature of 250 or more degrees Fahrenheit, without damage to the fabric, insuring perfect disinfection. We have also laid 2,166 running feet of cobble-stone gutters and built 16 catch-basins, to protect our steep roads. Our class of boy painters have practically finished the painting of the inside walls of all our buildings. They have used 3,500 pounds of white lead alone this past year. The cost of these improvements has been charged to current expense account.

The new "north building" for adult male custodial cases is now under construction, and will be roofed in before winter and ready for occupancy early in the spring. This building is practically a copy of the girls' dormitory, with the addition of a two-story wing in the rear, which provides two day rooms, a toilet room and a coat room on the first floor, and on the second floor a number of rooms for employees. This building will accommodate 120 inmates, and the contracts call for its completion at a cost not to exceed \$35,500. This leaves \$24,500 available for a building for adult females. This sum will enable us to put up another building similar to the girls' dormitory, to accommodate about 80 inmates. This building can be begun early in the spring of 1897 and completed ready for use before the winter. When those two buildings are in use we shall have a total of 600 inmates, the maximum number which ought to be in an institution for the feeble-minded, organized as a school, under the supervision of one superintendent.

The urgent and oft-repeated appeals of clergymen, teachers, physicians and other influential people, supplementing the applications of the relatives of feeble-minded boys or girls, show that public sentiment demands the relief of families and communities by provision for the education and permanent care of this class to a much greater extent than is now made.

The following table shows the number of applications, the number of these applications since admitted and the number still waiting for admission, for the past five years : —

YEAR.	No. of Applicants.	Since Admitted.	Still Waiting for Admission.
1892,	171	106	65
1893,	183	35	148
1894,	199	67	132
1895,	164	39	125
1896,	164	22	142
	881	269	612

Probably some of these children have died or moved out of the State, but it is evident that at the present time the number demanding admission exceeds the entire present or prospective capacity of the institution, to say nothing of applications in the future. At the present time this institution can accommodate only 10 per cent. of the number of feeble-minded persons in the State. Unless this State departs from its policy of caring for those who cannot care for themselves, within a few years it will be necessary to establish another institution for this class of defectives.

For several years past, in my annual report to the trustees I have called attention to the fact that few of the adult inmates could be discharged, and, as we were able to admit a very small number of young children, the average age of our inmates was steadily rising, and that, unless some provision was made for the discharge of the pupils past the school age, the institution would cease to be a school, and become merely a place for the custody and care of adults.

The following table shows the age of the 425 inmates in the institution at the close of the year : —

	Males.	Females.	Total.
Under 5,	1	0	1
From 5 to 10,	21	14	35
From 10 to 15,	85	35	120
From 15 to 20,	84	48	132
From 20 to 30,	48	50	98
From 30 to 40,	8	21	29
Over 40,	5	5	10
	252	173	425

It will be seen that we have 145 males and 124 females over fifteen years of age. We are practically making a home for these 269 adults, and thereby ignoring the possibilities of practical training and discipline of the scores of young teachable cases who are besieging us for admission. If we could maintain an age limit, and discharge nearly all of our pupils when the period of training and education was past, we should be able in this school to care for all the young teachable feeble-minded children in the State for many years to come.

But, unfortunately, it is not expedient to return to the community a large proportion even of the brighter pupils who have received all the instruction the school has to offer. Very few feeble-minded persons can be developed to the degree of usefulness and self-control necessary to enable them to earn money regularly, and to spend it in such a way as to independently maintain themselves in the outside world. Even those who have suitable homes, and friends able and willing to become responsible for them, by the death of these relatives are often thrown on their own resources, and eventually drift into idleness and pauperism, if not into crime. Indeed, in many cases the guardians of these children are unwilling to remove them, and beg that they be allowed to remain where they can be made happy and kept from harm. Many of these cases are homeless and friendless, and if sent away from the school could only be transferred to almshouses, where they become depraved and demoralized by association with adult paupers and vagrants of both sexes. They cannot be sent out into the world without a loud protest from their friends and the communities in which they are thrown. Even the brightest always need kindly but firm oversight and direction, rarely obtainable outside an institution.

The history of this and other similar institutions has proved that a large proportion of the able-bodied inmates, including many quite low in the mental scale, can be developed into very efficient workers at ordinary rough manual labor. Given the right sort of diet, bodily discipline, training of personal habits, plenty of sleep, plenty of out-door exercise and actual work from childhood, they grow up to

be big, brawny, willing, happy laborers. They are not able to acquire the delicate skill that would enable them to work in a watch factory or a printing office, or in any other trade or occupation requiring minute mechanical skill or the exercise of much independent judgment. As a class, they are unskilled laborers, but they are capable of doing an enormous amount of this simple work. Therefore, *if the right sort of work can be provided*, a large number of these trained adults of either sex, under intelligent supervision in an institution, are capable of doing a sufficient amount of work to pay for the actual cost of their support. The difficulty is to find a profitable market for this unskilled labor.

The experience of the Epileptic Colony at Bielefeld in Germany and the proposed plan of the Craig Colony for Epileptics in New York are very suggestive as to the line to be followed in making further provision for the feeble-minded in this State. A very large tract of low-priced land, at least 1,000 or 1,500 acres, might be secured in one of the sparsely settled parts of the State. No matter if the land is rough and rocky and covered with bushes, stones and stumps, — the better opportunity to utilize the capacity of this class for doing rough work. The estate should have a good water supply, an abundance of building stone, sand, gravel, clay for brickmaking, etc. On this land construct a plain, simple building, to accommodate, say 100 inmates. To this building transfer 100 of our able-bodied adult male inmates.

This force could be set to work preparing for the next building. They could clear the ground, do all the levelling and grading and excavate the basement. They could build the roads, dig the trenches for water pipes and sewers, quarry the building stone and haul the stone and sand required for the building. If a little foresight was used, a locality could be selected where good clay for brick-making could be obtained. The wood cut off the woodland would furnish fuel for burning the brick, all the work being done by the boys. The cleared land would be reclaimed and changed from wild woodland, worth practically nothing, into good grazing or perhaps tillage land. The cost of construction of the buildings necessary could be reduced to the

lowest terms by the use of the building material already on the land or manufactured there, and by the utilization of the labor of the inmates in the rough work of construction. At no time in the history of an institution is the labor of its inmates so profitable as during the period of construction.

The buildings themselves should be exceedingly plain and simple. What intrinsic reason is there for building a more expensive structure than middle-class people build for their own dwellings?

As soon as the second building is completed, a second group of trained workers could be transferred from the school. Other buildings could be added from year to year, as needed. Large numbers of inmates would not be collected in any one building. The different groups of inmates would live in relatively small homes, practically independent of each other, each group supervised and cared for by competent attendants and officers, under the direction of the general superintendent. One group of boys would work in the vegetable gardens located near the house where they live. Another group would have the care of the barns and the stock, etc. The milk, beef, potatoes and other vegetables, poultry, eggs and other food products ought to be produced within this community.

We know that the labor of the feeble-minded is especially applicable and profitable in this direction. For instance: at our barns we have 18 cows, 9 horses, 30 to 50 pigs and 75 or more hens. One paid employee, assisted only by some of the boys, takes the entire care of the barns and stock. This year we had over 20 acres under the plough, much of it used as a vegetable garden. All the work of preparing the ground, cultivating, hoeing, weeding and harvesting, was done by one paid employee, with the help of the boys.

Aside from the economic view, I believe a permanent home as sketched above would be an almost ideal arrangement if we wished only to insure to these people the greatest amount of happiness and comfort. The isolated situation, the large amount of land and the distance of the buildings apart, would make a large degree of freedom possible and desirable, and do away with many of the present unavoidable but irksome restraints of institution life.

Our school here at Waltham, when the two new dormitories are completed, will accommodate 600 inmates, at a cost for construction somewhat under \$600 per capita. An institution of the character briefly sketched above could be gradually established at an actual cash expenditure not over \$300 per capita, not including the price of the land. Given land enough, the cost of support of this class, need not exceed \$2 per capita per week.

The plan outlined above, begun in a small way, could be indefinitely extended as needed. The trained graduates from the school could at once be given a field for the full exercise of their trained abilities, where they would not come in competition with normal people, and where they would be shielded from the temptations that assail them in the world outside; where they would get the slight supervision they always need, and where there would always be a market for whatever they were able to make or to do; in fact, place them under the right conditions for utilizing all the powers God has given them.

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

DR. MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED, *in account with* RICHARD C. HUMPHREYS, *Treasurer.* CR.

1895-6. Oct.	1895-6. Oct.	By receipts, as follows:—	
To payments during the year, viz.:—		Balance last account,	\$2,146 53
Rent of box at safe deposit vault,	\$10 00.	State, annual allowance,	25,000 00
Fire insurance,	499 25	Collections at school, viz.:—	
Auditor's warrants for current expenses,	70,050 00	Board and tuition (including	
Interest paid on borrowed money,	950 00	\$6,920.62 for board of State	
Loans repaid,	3,207 91	custodial cases),	\$43,878 44
Balance to new account,	217 29	Clothing,	992 60
		Sales,	159 17
		Income from funds,	45,030 21
			2,757 71
			<u>\$74,934 45</u>

RICHARD C. HUMPHREYS, *Treasurer.*

Boston, Oct. 7, 1896.

We have examined the foregoing account, and find the same to be correctly cast and properly vouched, and showing a balance on hand of two hundred seventeen and twenty-nine one-hundredths dollars (\$217.29).

GEORGE G. TARBELL, } *Auditors.*
CHAS. F. WYMAN, }

Boston, Oct. 1, 1896.

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1896.

Bedding and table linen,	\$738 21
Butter, 7,069 pounds,	1,257 11
Clothing and clothing material,	3,367 26
Coal,	5,009 03
Coffee, 660 pounds,	152 70
Construction, improvements and repairs,	7,385 44
Electric supplies, lamps, etc.,	69 15
Entertainments, holidays, etc.,	336 32
Express and freight,	429 54
Fertilizer, vines, seeds, etc.,	520 11
Fish, 4,204 pounds,	289 48
Flour and meal,	1,979 70
Fruit and berries,	372 02
Furnishings,	457 07
Groceries,	850 78
Hardware and crockery,	552 62
Ice,	320 80
Insurance,	561 25
Laundry supplies,	413 07
Manual training supplies,	126 78
Meat, 61,090 pounds,	3,875 69
Milk, 59,583 quarts,	3,034 80
Nursing, medicine and extra medical attendance,	1,594 00
Oil,	148 40
Postage,	172 80
Potatoes and other vegetables,	1,007 33
Rent of safe (treasurer),	10 00

Rice and sago,	\$263 43
School materials, books and papers,	196 10
Small wares, buttons, thread, etc.,	93 40
Stable, grain, hay, etc.,	1,503 50
Stationery, printing, etc.,	233 05
Stock,	192 00
Sugar, 13,727 pounds,	761 45
Sundries,	51 54
Superintendence and instruction,	6,553 64
Tea, 258 pounds,	77 76
Telephone rent,	230 41
Tools,	185 77
Travelling expenses,	135 20
Tuning and repairing pianos,	35 00
Wages and labor,	24,233 77
Wagons, harnesses and blankets,	169 50
Water tax,	815 00
Total,	<hr/> \$70,761 98

APPENDIX A.

The classification of the school and the methods of training and instruction followed are set forth at length in a portion of the superintendent's report for the year 1892, here reprinted:—

We have reason to be satisfied with the arrangement of the new institution buildings. The plan of detached and separate departments greatly facilitates the proper classification of our inmates, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are all the girls of the school grade; at the boys' dormitory are the boys in the school department and the better class of the custodial boys; at the farm-house are the large boys or men who are employed on the farm and with the outside work; at the asylum are the younger custodial boys, the custodial females of all ages and the working force of grown women. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into four comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct

advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into six well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety. Judging from the results obtained this year, this class work will greatly increase the possibilities of our school training.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

At the beginning of this year our manual-training department was thoroughly reorganized. The training room was equipped with a first-class outfit of tools and benches. Three of our teachers prepared themselves for this work by attending a normal course at the North Bennet Street Industrial School. The boys

were graded into small classes, and these classes have received systematic, progressive training throughout the year. The teachers and pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The varied routine work of a large institution affords a variety of occupations where the inmates can be employed with great benefit to themselves and to the advantage of the institution. This practical industrial training is a very important part of the education of our pupils. They are much happier and better off in every respect when they know they are doing some useful work. I hardly know how we would control and manage some of our larger boys and girls if their surplus energies were not worked off by a reasonable amount of manual labor.

Certain daily duties are assigned to each boy and girl, and these duties are often changed, to make them familiar with different kinds of work. The boys take great interest in the farm and garden work. This year they have picked hundreds of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They did all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One

boy devotes all his time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our four hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing-machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" is often quite touching. This responsibility wonderfully helps in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

APPENDIX B.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.*Be it enacted, etc., as follows:*

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth: *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors, whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and

regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and, *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor, and *provided, further*, that other applicants of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provision of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next. [*Approved April 9, 1878.*]

1886.

[ACTS, CHAP. 298.]

AN ACT concerning the Massachusetts School for the Feeble-minded.*Be it enacted, etc., as follows :*

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the State elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion, receive, maintain and educate except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded for the use of said school in equal quarterly instalments, commenc-

* Repealed, chapter 123, Acts of 1887.

ing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the insti-

tution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay; or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and

chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[ACTS, CHAP. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six, entitled, **An Act concerning the Massachusetts School for the Feeble-minded.**

Be it enacted, etc., as follows:

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 27, 1887.*]

1896.

[RESOLVES, CHAP. 81.]

RESOLVE providing for the erection of two buildings at the Massachusetts School for the Feeble-minded at Waltham.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding sixty thousand dollars, to be expended at the Massachusetts School for the Feeble-minded at Waltham under the direction of the trustees of said institution,

for the purpose of erecting two new buildings, in accordance with the recommendations contained in the forty-eighth annual report of the said trustees. No contracts shall be made for the construction of either of the buildings hereby authorized until the plans therefor have been approved by the governor and council; and such approval shall not be given until plans and estimates in detail shall have been submitted to the governor and council and they are satisfied that the cost of the said buildings will not exceed the amount authorized to be expended by this resolve.

[*Approved April 27, 1896.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two under shirts, three night shirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all of the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without their order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that, if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

PUBLIC DOCUMENT

. . . . No. 28.

FIFTIETH

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1897.

BOSTON:

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

18 POST OFFICE SQUARE.

1898.



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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
BOSTON, Oct. 14, 1897.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR: — I have the honor to transmit to you a copy of the fiftieth annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,

Secretary.

TRUSTEES FOR 1897-1898.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN.

Auditors.
GEORGE G. TARBELL. | CHARLES F. WYMAN.

Trustees.

FRANCIS J. BARNES,	.	.	.	.	.	.	.	CAMBRIDGE.
ELIOT C. CLARKE,	.	.	.	.	.	.	.	BOSTON.
ELIZABETH E. COOLIDGE,	.	.	.	.	.	.	.	BOSTON.
JOHN CUMMINGS,	.	.	.	.	.	.	.	WOBURN.
J. S. DAMRELL,	.	.	.	.	.	.	.	BOSTON.
SAMUEL ELIOT,	.	.	.	.	.	.	.	BOSTON.
SAMUEL HOAR,	.	.	.	.	.	.	.	CONCORD.
W. W. SWAN,	.	.	.	.	.	.	.	BROOKLINE.
GEORGE G. TARBELL,	.	.	.	.	.	.	.	BOSTON.
ERSKINE WARDEN,	.	.	.	.	.	.	.	WALTHAM.
F. G. WHEATLEY,	.	.	.	.	.	.	.	ABINGTON.
CHARLES F. WYMAN,	.	.	.	.	.	.	.	CAMBRIDGE.

State Board of Visitors, ex officio.

GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1897-1898.

Superintendent.

WALTER E. FERNALD, M.D.

Matron.

Miss AUGUSTA DAMRELL.

Matron of Asylum Department.

Miss ANNIE WALLACE.

Matron of Girls' Dormitory.

Miss LIZZIE H. BARNES.

Matron of Boys' Dormitory.

Miss MARION H. BARNES.

Matron of North Building.

Mrs. ISABELLA M. HEDMAN.

Matron of Farm House.

Miss CLARA MCPHEE.

Clerks.

Miss E. W. PETERSON.

Miss MARGARET SMITH.

Stenographer.

Miss ALICE CHACE.

Teachers.

Miss L. L. MOULTON.

Miss L. J. SANDERSON.

Miss EDITH M. WATERMAN.

Mrs. S. E. SHAFFER.

Miss ADELLE HODGDON.

Training Teachers.

Miss RUBY MCPHEE.

Miss SARAH L. CRABTREE.

Miss SARAH FOSTER.

Mr. GEORGE M. SMITH.

Instructors in Physical and Manual Training.

Mr. F. W. KNIGHT.

Mr. JOHN HEDMAN.

Foreman of Farm.

Mr. DAVID SMITH.

MEMBERS OF THE CORPORATION.

Michael Anagnos, South Boston.	Miss Abbey Hosmer, Concord.
Nathan Appleton, Boston.	Richard C. Humphreys, Boston.
Henry Barnard, Hartford, Conn.	Henry Lee, Boston.
Francis J. Barnes, M.D., Cambridge.	Frederic W. Lincoln, Boston.
Francis Bartlett, Boston.	Fred W. G. May, Dorchester.
Mrs. Isabel Barrows, Boston.	John C. Milne, Fall River.
Rev. Samuel Barrows, Boston.	Mrs. Emily M. Morison, Boston.
Chas. P. Bowditch, Jamaica Plain.	Mrs. Anna M. Peabody, Boston.
George L. Burt, Boston.	Rev. Francis G. Peabody, Cambridge.
Walter Channing, M.D., Brookline.	Frederick W. Peabody, Boston.
Charles R. Codman, Boston.	Mrs. Elizabeth B. Perkins, Boston.
Mrs. Alice de V. Clarke, Boston.	Miss Laliah B. Pingree, Boston.
Eliot C. Clarke, Boston.	Rev. E. G. Porter, Lexington.
Mrs. Elizabeth E. Coolidge, Boston.	James J. Putnam, M.D., Boston.
Rev. Samuel B. Cruft, Boston.	Miss Hannah L. Rantoul, Beverly.
John Cummings, Woburn.	Mrs. Henry Richards, Gardiner, Me.
Elbridge G. Cutler, M.D., Boston.	J. Henry Robinson, M.D., Southborough.
E. R. Cutler, M.D., Waltham.	Stephen Sallsbury, Worcester.
John S. Damrell, Boston.	Franklin B. Sanborn, Concord.
Henry G. Denny, Boston.	Fred'k C. Shattuck, M.D., Boston.
William A. Dunn, M.D., Boston.	George B. Shattuck, M.D., Boston.
Rev. C. R. Eliot, Dorchester.	Benj. F. Spinney, Lynn.
Samuel Eliot, Boston.	Mrs. Elizabeth Stone, Waltham.
Edw. W. Emerson, M.D., Concord.	Mrs. Helen G. Swan, Brookline.
Miss Ellen Emerson, Concord.	William W. Swan, Brookline.
William Endicott, Jr., Boston.	George G. Tarbell, M.D., Boston.
Clement K. Fay, Brookline.	C. B. Tillinghast, Boston.
Walter E. Fernald, M.D., Waltham.	Henry Tuck, M.D., New York.
Mrs. Emily A. Fifield, Dorchester.	Mrs. Annie P. Vinton, Boston.
Jonathan V. Fletcher, Belmont.	Mrs. Mary G. Ware, Lancaster.
J. Henry Fletcher, Belmont.	Erskine Warden, Waltham.
Samuel A. Green, M.D., Boston.	John D. Washburn, Worcester.
Rev. Edw. E. Hale, Boston.	George A. Washburn, Taunton.
Rev. C. E. Harrington, Waltham.	Mrs. Kate Gannett Wells, Boston.
Edward D. Hayden, Woburn.	F. G. Wheatley, M.D., N. Abington.
Augustus Hemenway, Boston.	Chas. F. Wyman, Cambridge.
Edward W. Hooper, Cambridge.	
Samuel Hoar, Concord.	

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 14, 1897.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Education and the State Board of Lunacy and Charity.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1897.

There are now in the school 504 inmates of all descriptions. Of these, 181 are supported by the Commonwealth in the school department and 105 in the custodial department. There are in the school department 15 inmates who are supported by the income from invested funds, the same being legacies to the school and increase from such legacies. There are 165 inmates of the custodial department supported by cities and towns. There are 30 inmates who pay either the whole or a portion of the cost of their support, and there are 27 beneficiaries of other States for whose instruction and care the school receives \$300 each per year. Against the 105 custodial cases now paid for by the State, the number last year was only 37, — an increase of 68. But the charge to the State for these 68 cases is for the most part temporary. It will be collected by the State from cities and towns when the settlements of the cases have been determined, and in the future will be collected by the school directly from the cities and towns. Since the latter part of June of the present year there have been accommodations for 525 inmates, against proper accommodations prior to that date for 410 inmates; although for the last four years, by crowd-

ing our dormitories to the utmost, we have taken care of 425 inmates. Thus we have now about 20 vacancies ; for we are in the process of filling up the school to the increased limit provided by the erection and completion of the first of the new buildings authorized by the resolve of the Legislature approved April 27, 1896. This building was ready for occupation June 24, 1897.

The trustees in their annual report for the year ending Sept. 30, 1896, had suggested that it might become expedient to purchase in the early future a large tract of wild land for a permanent home for feeble-minded persons who have first received the benefits and advantages of a more strictly educational and training department to be maintained at the present location in Waltham ; and the Legislature of last winter, by a resolve approved May 6, 1897, had so far favored the suggested plan as to appropriate the sum of \$20,000 for the purchase of additional land for the use of the school. The passage of this resolve was regarded as one of the milestones in our progress. Henceforth we could work with a definite plan, in which numbers do not appal. The future of the great mass of feeble-minded persons within the Commonwealth who must be cared for at public cost was assured. But it was felt by the trustees to be due to the traditions of the school and the intentions of its founders that the improvable feeble-minded children of the Commonwealth should not be neglected. As has been frequently stated in these reports, and as was dwelt upon at length in our last annual report, we are often unable to return to their homes children that have continued in the school department until they have passed the school age, whereas it has always been the theory of the school that improvable children should be sent home after spending a few years in our school-rooms. In the beginning the school was only for improvable. But of late improvable feeble-minded children on application have found no vacant place. The only remedy was the transfer of some of the oldest children from the school department to the custodial department ; and an opportunity to do this was offered when the new building was ready for use. Accordingly at that time 50 children were so transferred, and the admission papers sent out to appli-

cants were in great measure confined to cases that upon preliminary investigation had been adjudged to be good school cases.

This accounts for the large number of custodial cases at this date supported as stated above by the Commonwealth, and also for the fact that, although many school children have been admitted, there has been but little increase in the number in the school department over last year. That the entire school is not quite full may be partly owing to the fact that the parents of feeble-minded children with intelligence enough to be benefited by school instruction finally give up their little ones with reluctance. In some instances, where admission has long been sought with great importunity, when finally the permit is obtained advantage is not taken of it for months. But the custodial applicant appears without delay upon permission granted.

The current expenses for the year have amounted to \$76,233.74, or \$3.33 per week for each inmate.

The second building authorized under the resolve approved April 27, 1896, is in course of construction, and will be ready for occupancy early in 1898. It is built upon land obtained by exchange of detached land on the north side of the Trapelo road. This gives to the school 94 acres in one lot, and, as stated last year, the completion of the building will give to the school a full complement of buildings corresponding to the acreage. There will be accommodations for 600 inmates.

The estimated cost of the second building is \$25,000. The estimated cost of the first building was \$35,000, and it was completed within the estimate.

The building completed in June last is devoted to adult custodial male cases. The one in process of construction will be occupied mostly by adult females, and more especially by those who do work of various kinds in the different departments.

The health of the school has been remarkably good, with the exception of a visitation of diphtheria of a mild type. It was brought to the school by a newly admitted applicant, but, as appears in the superintendent's report, the former dread of this disease is a thing of the past.

The increase in buildings exhausts our present boiler or heating capacity, and leaves us without reserve in case of accident. We shall petition the Legislature for an appropriation of \$3,000 for a new boiler and additional electric plant.

A full account of the work of the school in detail will be found in the accompanying report of the superintendent.

FRANCIS J. BARNES,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
SAMUEL ELIOT,
SAMUEL HOAR,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,
F. G. WHEATLEY,

Trustees.

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WAVERLEY, Oct. 14, 1897.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1897 : —

Movement of Population.

	Male.	Female.	Total.
Number present Sept. 30, 1896,	252	173	425
Admitted during the year,	92	33	125
Whole number present,	344	206	550
Discharged,	23	11	34
Died,	8	4	12
Number present Sept. 30, 1897,	313	191	504
Average number present,	261	177	438
School cases admitted,	64	18	82
Custodial cases admitted,	28	15	43
Private pupils now present,	17	13	30
Massachusetts school beneficiaries,	131	49	180
Cases supported by income of invested funds,	10	5	15
Custodial cases supported by the State,	58	40	98
Custodial cases supported by cities and towns,	76	80	156
Beneficiaries of other New England States,	21	4	25
Applications for admission during the year,	—	—	192

Of the 34 discharges, 27 were taken home by friends for various reasons, 2 boys or young men were kept at home to go to work for regular wages, 1 was returned to Russia by order of the State Board of Lunacy and Charity, 1 was discharged as not feeble-minded, 1 ran away and was not returned and 2 were transferred to the insane hospital.

There were 12 deaths during the year: 3 resulted from phthisis pulmonalis, 2 from epilepsy, 2 from pelvic abscess, 2 from cerebral apoplexy and 1 each from diphtheria, exhaustion of acute mania and gangrene of the extremities.

The general health of the inmates has been as good as usual. Nearly every one of the newly admitted children has shown marked physical improvement within a few weeks of admission. Two cases of scarlet-fever occurred during the year. We also had a number of cases of diphtheria among the young feeble cases in the west building, brought to the school by a boy from an infected family who came down with the disease within a few days of his admission. One very feeble child died at the very onset of the sickness, but the other cases all made a rapid and complete recovery. The fortunate result in these cases was undoubtedly due to the prompt administration of antitoxine, which almost invariably caused a rapid disappearance of the symptoms of the disease. In this connection I wish to express my gratitude to the State Board of Health for gratuitously supplying the school with the antitoxine made under the supervision of that Board.

The completion of the new north building has enabled us to make a much-needed reclassification and separation of the male inmates, according to age and mental and physical condition. To the north building, June 24, were transferred the adult male custodial cases. Many of these cases are excitable, untidy and destructive, some of them semi-insane, and all obviously unfit for association with the younger children. The north building, with its large, sunny, well-ventilated rooms and ample and convenient toilet facilities, has enabled us to give this class of inmates much better care than has been possible hitherto; and by this regrading we have been able to remove all of these custodial cases from the boys' dormitory, which is now occupied only by the younger, improvable school cases. The small boys of the lower grade, some of them partially paralyzed or otherwise helpless, and many requiring what is practically hospital care, live at the west building. At the farm-house we continue to house some of the quiet, reliable workers of adult

age. Thus our male inmates are separated into four well-defined groups, located in four different buildings. These four groups are still further graded into twelve wards or classes, according to age and degree of intelligence.

The new building for the adult female custodial cases will be ready for occupancy early in 1898. The inmates and employees in this building will be supplied with food from the kitchen of the adjacent west building. A new dining-room, 20 by 30 feet, for the employees of the two buildings, with four additional sleeping rooms for employees on its second story, has been added to the kitchen wing of the west building. This addition will cost about \$2,500, to be charged to current expense account. The new building will be heated from the present heating plant of the west building, the capacity of which is sufficient for the purpose.

The newly acquired land adjoining these two buildings provides a splendid shady recreation ground.

The current expenses for the year have amounted to \$76,233.74, or \$3.33 per week for each inmate.

In selecting cases for admission from the large number of applications on file, as far as possible preference was given to young improvable cases of the school grade. Of the 125 cases admitted during the year, 82 were of the school age and grade and 58 were under ten years of age. Among the custodial cases were 7 females over sixteen years of age, and 8 helpless children, unable to walk or to help themselves.

The large amount of work accomplished by our large boys deserves mention. In addition to the daily routine work of a large institution, our boys have done practically all the unskilled labor incident to the excavation of the basements of the two new buildings, the digging and filling for the trenches for the sewer, water and steam pipes, as well as the grading around the buildings. Mr. Knight's class of painters did all of the painting and varnishing for the inside and outside of the new north building, including the beautifully varnished inside finish. These boys also painted the inside walls of the school-house and gymnasium, and expect to do all the painting in the new building.

The past year has been one of the busiest in the history

of the school. The building operations, the admission and care of a large number of new children, the reclassification of the male inmates and organization of a new department, have involved many extra duties for the officers and employees. In spite of the extra work, the general standard of care and training has been maintained, and the results have been as satisfactory as in former years.

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

Dr. MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED, *in account with* RICHARD C. HUMPHREYS, *Treasurer.* Cr.

1896-7. Oct.		1896-7. Oct.		
To payments during the year, viz.:—			By receipts, as follows:—	
Rent of box at safe deposit vault, . . .	\$10 00		Balance last account, . . .	\$217 29
Fire insurance, . . .	687 50		State, annual allowance, . . .	25,000 00
Auditor's warrants for current expenses, . . .	74,208 82		State, new buildings at Waltham, . . .	46,459 14
Interest paid on borrowed money, . . .	932 24		Collections at school, viz.:—	
New buildings at Waltham, . . .	46,459 14		Board and tuition (including \$6,575.44 for board of State custodial cases),	\$43,923 51
			Clothing, . . .	880 83
			Sales, . . .	218 77
			Income from funds, . . .	45,023 11
			Balance due treasurer, . . .	2,645 45
				2,952 71
				\$122,297 70

RICHARD C. HUMPHREYS, *Treasurer.*

Boston, Oct. 7, 1897.

I have this day examined the foregoing account, and find the same correctly cast and properly vouched, and showing a balance due treasurer of twenty-nine hundred fifty-two and seventy-one one-hundredths dollars.

CHAS. F. WYMAN, *Auditor.*

Boston, Oct. 1, 1897.

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1897.

Bedding and table linen,	\$1,926 17
Butter, 10,766 pounds,	1,918 63
Clothing and clothing material,	2,775 73
Coal,	3,658 60
Coffee, 920 pounds,	192 60
Construction, improvements and repairs,	5,860 88
Electric supplies, lamps, etc.,	106 39
Entertainments, holidays, etc.,	362 65
Express and freight,	761 82
Fertilizer, vines, seeds, etc.,	513 01
Fish, 8,040 pounds,	425 83
Flour and meal,	3,177 68
Fruit and berries,	578 87
Furnishings,	1,003 25
Groceries,	1,112 73
Hardware and crockery,	757 67
Ice,	421 81
Insurance,	764 10
Laundry supplies,	698 31
Manual training supplies,	110 90
Meat, 65,015 pounds,	4,307 42
Milk, 80,339 quarts,	3,672 22
Nursing, medicine and extra medical attendance,	1,096 75
Oil,	236 76
Postage,	211 80
Potatoes and other vegetables,	1,160 18
Rent of safe (treasurer),	10 00

Rice and sago,	\$401 65
School materials, books and papers,	374 42
Small wares, buttons, thread, etc.,	233 78
Stable, grain, hay, etc.,	1,941 77
Stationery, printing, etc.,	349 34
Stock,	524 50
Sugar, 27,582 pounds,	1,277 87
Sundries,	77 41
Superintendence and instruction,	6,934 01
Tea, 454 pounds,	133 70
Telephone rent,	264 46
Tools,	127 81
Travelling expenses,	192 42
Tuning and repairing pianos,	35 00
Wages and labor,	24,455 18
Wagons, harnesses and blankets,	172 72
Water tax,	914 94
<hr/>	
Total,	\$76,233 74

APPENDIX A.

A STUDY IN FORM.*

By Miss L. J. SANDERSON.

A class of twelve boys — average thirteen years of age — can read intelligently, write well, have a fair idea of number and much general information of common things, from a comprehensive training in the kindergarten, but in spite of all this show very little practical appreciation of *form* and *size*.

Given a toy horse and a rat, a wand and a pencil, they see at once that one is large and another small; but given two objects nearer alike in size and they see very little difference. If asked to tell about something seen a week ago, they tell about the color, uses, etc., but seem to have no idea of its size unless very large, and little idea of shape. If asked if it was like the piano, or globe, or some other familiar object, perhaps the suggestion might help them out, but as a rule they show that they have not grasped the idea of shape and size.

If an object is placed before them, they give a fairly good description of it, but if given a slate and pencil to reproduce it, they show they have very little idea of form; and the question arises, if they really *see* one side of a rule is a straight line and a plate is a curved line, would they not form it so? For they know how to form all the letters and write well. If they can copy the lines from writing, why not copy the straight lines of a rule or the curved of a plate?

About this time manual training was introduced into the school work, and they showed to a very marked degree a careless, inaccurate perception and power of comparison. There seemed no intelligent comprehension of length as applied to a rule, except that a yard was a yard with the yard stick, and that three foot rules when placed lengthwise by the yard stick made the same length as the stick. They would say in the most glib manner, "Thirty-six inches, or three feet, make a yard; eighteen inches make one-half yard; nine inches make one-quarter yard," from memory, but could

* Reprinted from "Journal of Psycho-Asthenics," September, 1897.

make no practical application of it when measurement depended upon their perception, judgment and comparison.

Given a piece of wood with straight lines marked upon it to saw, they see the line and *tell* it must be sawed *on* the line, but *saw* a *slanting* line, not seeming to *see* but that the slant is straight. They start on another line, saw two inches and then slant off again, and do not see where the slant begins. Just what the child sees is very difficult to comprehend, for he has so little power to show it.

Something must be done. They must be taught to *see* accurately in order for us to learn how much they can reproduce, — for the secret of manual training is accuracy. Since the imitative faculty of feeble-minded children is proverbial, why not use it to train the brain to think accurately, the eye to observe and compare accurately and the hand to do accurately?

Let us begin at the start, as though they had no knowledge of form, working from known to unknown, from concrete to the abstract, with daily lessons with simple objects in the school-room and with inches in the manual training room, the lessons in this department confined to a two-foot rule, measuring, marking, cutting strings, paper, etc., and a practical illustration of *every* lesson given in both departments.

The lessons which are found on following pages are not planned at the start, but simply developed, step by step, as the brain, eye or hand tells of its need, and the results have proved very satisfactory.

1. Group a variety of objects, several of which resemble each other in shape, as balls of wood, worsted, rubber and marbles, squares of cardboard, paper, wood cylinders of pencils, chalk and so on.

Hold up two objects unlike in form, asking if they are alike; then two objects alike, asking the same.

Talk about the shape of familiar objects in school-room, the children telling which are like and which unlike in shape. Next, tell objects outside of school of similar shape.

Let each child take the objects in group, arranging all of one shape in a separate group, then all of another, and so on. In dealing with *familiar* objects, he very soon seems to note the difference in form, but —

2. Take cards with bright-colored paper forms upon them and ask each one to group all squares, ovals, crescents, etc., together, and he shows that he groups according to *color*, for he places a red square, a red oblong and a red circle in one group, a blue square, oblong, circle in another group, and so on, showing that *color* produces a stronger impression upon the child's brain than *form*.

3. We return to one shape only, — the round, taking balls of wood, rubber, worsted and the corresponding colored paper forms. The *red* paper form is usually selected first by the child and compared with the object, and little by little he sees that the circular form of red, blue, green or yellow is the same in shape as the many balls.

Next add the square colored paper forms to those just used, and let each child try to match one to the object and the paper forms. Invariably he puts the square red paper form upon the red worsted ball or circular red paper form, prompted by the *color*, but soon, seeing it is not quite the same, removes it, showing he perceives a difference in form.

4. Next add all the objects and colored paper forms of square shape and match each to the other, and so on till the variety of objects and paper forms are all matched; and when the child has learned to do this he has learned to compare, and to perceive a difference in the forms of objects.

5. Put objects and colored paper forms away and use blackboard. Draw in outline with bright colored chalks in irregular order, but uniform size, the plain forms, squares, crescents, oblongs, circles, etc., taking care that no two of the same shape be of same *color*. Let children point out all of one shape, then another, till all are found. Having learned to do this thoroughly, the eye is trained to recognize the difference in *shape* as a whole.

6. Use blackboard again. Draw plane forms in different colors in irregular order and in irregular *sizes*. Have children pick out large and small squares, large and small ovals, etc., and the child is trained to see a difference in *shape* and *size*.

7. Now for parts. Begin with teacher drawing straight, slanting and curved lines, then crooked, wavy, spiral, etc. Illustrate each with objects, letting children show the part of object having a similar line.

8. To this point the child has been a passive recipient, but, as education is shown by doing, the hand must show what the eye sees and the brain directs.

Let children reproduce on slate straight lines, slants and curves from copy.

Put slates away, and find in the colored chalk plane forms on blackboard the corresponding lines, showing that they distinguish a difference in *lines*, the first step in distinguishing parts.

9. Draw a simple line on blackboard in colored chalk, let children talk about it, being sure that each child sees it for himself. Erase line, and have each one draw it from memory. Do this repeatedly, until sure each child sees it.

10. To be sure that each child comprehends this difference in lines, have each one form on the slates what the teacher dictates : four horizontal lines, three vertical lines, seven slanting lines, two curved lines, and so on.

11. Draw a number of lines in colored chalk on blackboard in irregular order, the longest one foot long. Have children take rules, measure the lines in order and reproduce on slates. Do this again and again.

12. Erase lines from board and slates, put away rules and draw as teacher dictates : a three-inch line, nine-inch line, seven-inch line, and so on, to find out if each one appreciates a difference in *lengths*.

13. Next, in order to appreciate corners and angles, take familiar objects in room, books, slates, etc., and colored cardboard forms. Let teacher draw on blackboard with white chalk a right angle or sharp corner, and have children find on object a corresponding corner, and then find, among the blackboard figures in colored chalk, the same angle or corner.

14. Let children reproduce on slates the different corners, copying those made by the teacher in *white* chalk, showing an appreciation of square, round, sharp and blunt corners. Then erase from board and slates and draw from memory.

15. As a combination of the whole and its parts, give the children pieces of cardboard with pencil drawing of squares, triangles, crescents and other forms having corners, and cut with scissors close to line, calling attention to each corner turned, letting each child tell whether it is sharp, round or otherwise.

16. Cut cardboards with figures upon them having no corners, ovals, rings, circles. These last two exercises are excellent for hand training.

17. Take chart of lines, corners and plane forms. Have children name the lines pointed to by the teacher, then the corners and next the plane forms, telling the lines and corners of which they are composed, and find similar ones on blackboards in colored chalk forms.

18. In order to ascertain if the children have sufficient comprehension of comparative sizes, have them draw plane forms as a whole, beginning with squares, telling how many sides and corners there are in the squares of various sizes designated on the blackboard, and reproduce on slates without a rule ; and it is very soon shown that they see a difference in the size.

19. Reproduce in same manner, with colored chalk on blackboard, each child selecting chalk corresponding in color to the square to be drawn, this exercise showing that the child *sees* the *shape, size and color* of square.

20. Proceed in same way with all three-sided figures, four-sided figures and polygons, teaching always the simple names, five, six, seven and eight sided figures, and proceed the same way with circular forms.

21. Putting aside all colors, slate work and objects, take wooden plane forms, models, and have children tell what each is, its sides and corners, and find that the lesson of form is well begun, for they recognize at once the simple wooden form without the aid of familiar objects and color.

22. Develop the idea of plane surface, using blackboard, floor, window frame, etc., for illustration. Then curved surfaces, apple, globe, ball, etc. Have children tell objects in room having plane or curved surfaces, also having both, and show objects having outside and inside surface, as cup, flower pot.

23. Develop idea of faces of solids, using brick, blocks, etc. Compare with solid figures having one face, marble, globe. Let children tell solids having one face and six faces. This must be thoroughly learned before proceeding to —

24. Solid figures. Group together various objects, planes, solids, long, short, thick and thin, and show that plane forms have only two dimensions, length and width, while the solids have thickness as well as length and width. Then let children find in school-room everything that has length, breadth and thickness, and tell everything thought of outside of school.

25. In order to develop ideas of thickness, use solid wooden forms *before* the figures are put on the blackboard in colored chalk, as the children by *feeling* of the object can grasp the dimension of thickness more easily. Then proceed to cube, cylinder, cone, pyramid, etc., in same manner as plane forms were taught, — lessons 5 to 21 (omitting 15 and 16), and in lesson 17 using chart for solids. This serves as an excellent review.

26. Put aside blackboard, colored chalk figures and the wooden forms. Let the children attempt to draw on the blackboard in white chalk from the objects in the school-room having plane forms, — a sheet of paper, an envelope, a handkerchief, towel, a soda biscuit, etc., and the hand tells what ideas of size and shape the brain has grasped and the eye perceives.

Day by day the plane forms are drawn. Sometimes it is a slate or a plate, a tile or a flower-pot saucer, the results showing that the child sees them as they are.

27. To-day a boy brought a branch having three leaves upon it, a dark green, a light green and one nearly yellow. Each child is asked to take the colored chalk and draw a branch like it, and every one draws a graceful branch with leaves nearly like the

model in size, shape and position, but the three leaves exactly alike in color. Ah! here is something we had not considered! He saw the shape, size and position of the leaf, but he saw only one shade of the green.

28. Pressing the branch for future use, we go back to our first steps, forming plane forms in outline in irregular sizes and order of different shades of color, one half square dark, the other half light blue, one half circle orange, the other half yellow; convex side of crescent blue, concave side white; two sides of a triangle red, third side pink; two sides of another pink, the third side red, and so on. Then make one form wholly of shades and another wholly of tints. This is kept up till the different shades are quickly noted, then back we go to the pressed branch and the desired result is produced, size, shape, position and colors, and later on our blackboards blossom with leaves from various trees, while dandelions, buttercups, daisies and clover adorn the school-room, — all the work of the children.

29. Draw other familiar objects in school-room, box, wooden forms, globe, piano stool, flower pot, a tumbler of buttercups, a jar of daisies and a pot of ferns, and the hand tells that the brain has grasped the idea of transparency of glass tumbler and the opaqueness of the earthen jar.

Then vegetables are brought into the school-room as we study about food, and the blackboard decorations consist of squashes, beets, carrots, turnips and other vegetables, all in color.

30. But the climax of interest and judgment is reached when an animal from the "Zoo" is brought to the school-room in a cage. This, too, must be drawn. The boys seat themselves on the floor about the cage in which is a duck. How the youngsters try to reckon distance from head to tail! How they talk about the curve of his neck! How far is the top of his head from his body? How far does the tail reach out from the body? How long are his legs? and are they nearer to the head than to the tail? How closely they scan the white, plump body and the yellow legs with webbed feet! Surely they see it! Can the hand tell it? We shall see.

A constant race is kept up between the cage and the blackboard; back and forth they go till the *thing* is done. Each excels in some one point. One duck revels in fine webbed feet, another has a most graceful bend to its neck, one has a shapely body; but all are caricatures, and it is necessary to write below the attempt, "This is a duck." They recognize their failure, but the lesson time is passed, the duck must go and the children promised another trial.

31. The next day the duck comes again. The different points

are carefully noted and another attempt made, this time with much better results. The duck is tried every day for a week, at the end of which time it is unnecessary to label it, for the duck tells its own story, *not* in a way that will admit it to the Royal Academy, for it is only a study in form, but the procession of ducks on the blackboard tells that the children see the yellow webbed feet, the short legs, the white oval body, the prettily arched neck and the long yellow bill, and the lesson of form is learned.

32. Every day after the object lesson the class draws the object or something connected with it. The time allowed is twenty minutes, but if the object is difficult to reproduce, a little longer time is allowed.

The use of colored chalks adds to the interest, and the promise of a prize at the end of the year for the boy whose name is oftenest in the record book for doing the best, keeps brain, eye and hand on the alert.

There has been no attempt at landscape or portrait study, which would be an absurdity for this class of children, but only a study of form as a means to an end, which has proved far-reaching, the children showing an ability to observe, to compare and to judge accurately in their various departments of work.

APPENDIX B.

The classification of the school and the methods of training and instruction followed are set forth at length in a portion of the superintendent's report for the year 1892, here reprinted :—

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are all the girls of the school grade; at the boys' dormitory are the boys in the school department; at the farm-house are the large boys or men who are employed on the farm and with the outside work; at the asylum are the younger custodial boys, the custodial females of all ages and the working force of grown women. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into four comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mis-

takes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into six well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety. Judging from the results obtained this year, this class work will greatly increase the possibilities of our school training.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

At the beginning of this year our manual training department was thoroughly reorganized. The training room was equipped with a first-class outfit of tools and benches. Three of our teachers prepared themselves for this work by attending a normal course at the North Bennet Street Industrial School. The boys were graded into small classes, and these classes have received systematic, progressive training throughout the year. The teach-

ers and pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The varied routine work of a large institution affords a variety of occupations where the inmates can be employed with great benefit to themselves and to the advantage of the institution. This practical industrial training is a very important part of the education of our pupils. They are much happier and better off in every respect when they know they are doing some useful work. I hardly know how we would control and manage some of our larger boys and girls if their surplus energies were not worked off by a reasonable amount of manual labor.

Certain daily duties are assigned to each boy and girl, and these duties are often changed, to make them familiar with different kinds of work. The boys take great interest in the farm and garden work. This year they have picked hundreds of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They did all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One boy devotes all his time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps,

serve as errand boys. The shoes of our four hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing-machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility wonderfully helps in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

APPENDIX C.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.*Be it enacted, etc., as follows:*

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.**RESOLVES** concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth: *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors, whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and

regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the Appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provision of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next. [*Approved April 9, 1878.*]

1886.

[ACTS, CHAP. 298.]

AN ACT concerning the Massachusetts School for the Feeble-minded.*Be it enacted, etc., as follows :*

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the State elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion, receive, maintain and educate except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded

* Repealed, chapter 123, Acts of 1887.

for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from

the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much

thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*]

1887.

[ACTS, CHAP. 123.]

AN ACT to amend chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six, entitled, **An Act concerning the Massachusetts School for the Feeble-minded.**

Be it enacted, etc., as follows :

SECTION 1. There shall be allowed and paid annually, out of the treasury of the Commonwealth, the sum of twenty-five thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, in equal quarterly payments, commencing on the first day of January in the year eighteen hundred and eighty-seven.

SECT. 2. Section four of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved March 27, 1887.*]

1897.

[RESOLVES, CHAP. 10.]

RESOLVE providing for the furnishing of two buildings at the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding five thousand dollars, to be expended at the Massachusetts School for the Feeble-minded under the direction of the trustees of said institution, for the purpose of furnishing the two buildings authorized to be built by chapter eighty-one of the resolves of the year eighteen hundred and ninety-six. [*Approved February 26, 1897.*]

[RESOLVES, CHAP. 64.]

RESOLVE providing for the purchase of land for the use of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for the purchase in the name and on the behalf of the Commonwealth of additional land for the use of said institution. Any purchase of land under the authority of this resolve shall be subject to the approval of the governor and council. [*Approved May 6, 1897.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two under shirts, three night shirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without their order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character ; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof ; *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

FIFTY-FIRST

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1898.

BOSTON:

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.

1899.



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AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1898.

MAILED
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BOSTON

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WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

18 POST OFFICE SQUARE.

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Nov. 29, 1898.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR:—I have the honor to transmit to you a copy of the fifty-first annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,

Secretary.

TRUSTEES FOR 1898-1899.

President.

Vice-President.

JOHN CUMMINGS.

Treasurer.

Secretary.

RICHARD C. HUMPHREYS.

W. W. SWAN.

Auditors.

GEORGE G. TARBELL.

CHARLES F. WYMAN.

Trustees.

FRANCIS J. BARNES,	. . . . .	CAMBRIDGE
ELIOT C. CLARKE,	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE,	. . . . .	BOSTON.
JOHN CUMMINGS,	. . . . .	WOBURN.
J. S. DAMRELL,	. . . . .	BOSTON.
SAMUEL HOAR,	. . . . .	CONCORD.
W. W. SWAN,	. . . . .	BROOKLINE.
GEORGE G. TARBELL,	. . . . .	BOSTON.
ERSKINE WARDEN,	. . . . .	WALTHAM.
F G. WHEATLEY,	. . . . .	ABINGTON.
CHARLES F. WYMAN,	. . . . .	CAMBRIDGE.

State Board of Visitors, ex officio.

GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1898-1899.

Superintendent.

WALTER E. FERNALD, M.D.

Assistant Physician.

GEO. L. WALLACE, M.D.

Matron.

MISS AUGUSTA DAMRELL.

Housekeeper.

MRS. H. B. LOVERING.

Matron of West Building.

MISS ANNIE WALLACE.

Matron of Girls' Dormitory.

MISS LIZZIE H. BARNES.

Matron of Boys' Dormitory.

MISS ELLA CHAPMAN.

Matron of North Building.

MRS. ISABELLA M. HEDMAN.

Matron of Farm House.

MISS CLARA MCPHEE.

Matron of North-west Building.

MISS ALICE THOMPSON.

Clerks.

MISS E. W. PETERSON.

MISS MARGARET SMITH.

Stenographer.

MISS MARY A. FORNESS.

Teachers.

MISS L. L. MOULTON.

MISS EDITH M. WATERMAN.

MRS. S. E. SHAFFER.

MISS ADELLE HODGDON.

Training Teachers.

MISS RUBY MCPHEE.

MISS SARAH L. CRABTREE.

MISS SARAH FOSTER.

MR. GEORGE M. SMITH.

Instructors in Physical and Manual Training.

MR. F. W. KNIGHT.

MR. JOHN HEDMAN.

Foreman of Farm.

MR. DAVID SMITH.

MEMBERS OF THE CORPORATION.

Michael Anagnos, South Boston.
Nathan Appleton, Boston.
Henry Barnard, Hartford, Conn.
Francis J. Barnes, M.D., Cambridge.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Chas. P. Bowditch, Jamaica Plain.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Charles R. Codman, Boston.
Mrs. Alice de V. Clarke, Boston.
Eliot C. Clarke, Boston.
Mrs. Elizabeth E. Coolidge, Boston.
Rev. Samuel B. Cruft, Boston.
John Cummings, Woburn.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
John E. S. Damrell, Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Edw. W. Emerson, M.D., Concord.
Miss Ellen Emerson, Concord.
William Endicott, Jr., Boston.
Clement K. Fay, Brookline.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
Jonathan V. Fletcher, Belmont.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. C. E. Harrington, Waltham.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Miss Abbey Hosmer, Concord.

Richard C. Humphreys, Boston.
Henry Lee, Boston.
Frederic W. Lincoln, Boston.
John Lowell, Boston.
Arthur Lyman, Waltham.
Fred W. G. May, Dorchester.
John C. Milne, Fall River.
Mrs. Emily M. Morison, Boston.
Mrs. Anna M. Peabody, Boston.
Rev. Francis G. Peabody, Cambridge.
Frederick W. Peabody, Boston.
Mrs. Elizabeth B. Perkins, Boston.
Miss Lalliah B. Pingree, Boston.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Miss Hannah L. Rantoul, Beverly.
Mrs. Henry Richards, Gardiner, Me.
J. Henry Robinson, M.D., South-
borough.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
Fred'k C. Shattuck, M.D., Boston.
George B. Shattuck, M.D., Boston.
Benj. F. Spinney, Lynn.
Mrs. Elizabeth Stone, Waltham.
Mrs. Helen G. Swan, Brookline.
William W. Swan, Brookline.
George G. Tarbell, M.D., Boston.
C. B. Tillinghast, Boston.
Henry Tuck, M.D., New York.
Mrs. Annie P. Vinton, Boston.
Mrs. Mary G. Ware, Lancaster.
Erskine Warden, Waltham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Mrs. Kate Gannett Wells, Boston.
F. G. Wheatley, M.D., N. Abington.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Nov. 29, 1898.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Education and the State Board of Insanity.

The trustees have the honor of submitting their annual report for the year ending Sept. 30, 1898.

The number of feeble-minded persons of all descriptions now present in the institution is 598. Of these, 246 are supported by the Commonwealth in the school department and 69 in the custodial department. There are in the school department 15 inmates, who are supported from the income of invested funds, the same being legacies and increase from such legacies. There are 212 inmates supported in the custodial department by cities and towns. There are 32 private pupils supported in whole or in part by their parents or guardians, and there are 24 beneficiaries of other States paying, as required by the statute, \$300 each per year.

The second building authorized under the resolve approved April 27, 1896, was completed and ready for occupancy in March of the present year. The new building, as designed, is occupied by adult females of feeble mind, and more especially by those who assist in the work of the institution.

We have received from the Commonwealth the annual appropriation of \$35,000, raised at the last session of the Legislature from \$25,000, for the instruction and support of pupils in the school department; also \$11,206.45 for custodial cases supported by the Commonwealth. We have also received from the Com-

monwealth and expended, a special appropriation of \$3,000 for a new engine and boiler.

The current expenses of the year have been \$94,325.46, or \$3.24 per week for each inmate.

The school is in excellent condition. It was never in better condition.

On the 14th of September, just at the close of the school year 1897-98, died Samuel Eliot, LL.D., scholar, educator, philanthropist, the president of the Massachusetts School for the Feeble-minded for the last twenty-one years. Dr. Eliot was born in Boston, Dec. 22, 1821. He was fitted for college at the Boston Latin School, and was graduated at Harvard College in the class of 1839. Belonging to a family of high social standing and influence in the community for generations, and possessing ample means for his own support, he immediately began to fit himself for a life of usefulness to others. He was several years in Europe, giving much of his time to study, more particularly to the study of history, the science of education, and a subject then much occupying the attention of leading men in crowded foreign cities, — the amelioration of the condition of those in the lower walks of life.

On his return from Europe, in 1843, he organized a school for working men. In 1847-48 he was associated with Samuel G. Howe, John A. Andrew, Samuel May, Stephen Fairbanks and other leading philanthropists of the Commonwealth in organizing, at the expense of the Commonwealth, an experimental school, to be continued three years, for the instruction and training of idiotic and feeble-minded youth. The experiment was so successful that in 1850 the same gentlemen procured an act of incorporation, under the name of the Massachusetts School for Idiotic and Feeble-minded Youth, and in 1851 the school was reorganized on substantially its present basis as a continuation of the experimental school, with the same superintendent, the same instructors, the same pupils, the governing board consisting of eight trustees appointed on the part of the corporation and four trustees appointed on the part of the Commonwealth. Thus, owing to the labors of Dr. Eliot and those associated with him, all of whom he outlived, Massachusetts holds the high distinction of being the pioneer in this country in making systematic provision

for the amelioration of the condition of idiots and the feeble-minded.

Dr. Eliot was one of the original trustees of the school, and he continued to hold that office until his death, with the exception of a few years while he was connected with Trinity College at Hartford. He was also a trustee of the Perkins Institution and Massachusetts School for the Blind for thirty-five years, and for twenty years its president. It is not unlikely that he was turned to philanthropic work while he was yet an undergraduate at Harvard, during a visit made to New Hampshire at the invitation of Mr. Longfellow in a party that included Dr. Howe and Rufus Choate; for it was on this journey that Dr. Howe discovered Laura Bridgman. May not the young man then have decided upon the use to which he would put the five talents that had been given to him? Was not this the starting point of a long life of almost unexampled charity? However this may have been, again and again must Dr. Eliot's experience in his old age with the even more wonderful Helen Keller have recalled to his mind his boyhood excursion in the New Hampshire hills, with such famous company.

Dr. Eliot was for forty years a trustee of St. Paul's School, Concord, N. H., and during the forty years made at least two visits every year to the school. He was for a short time professor of history in Trinity College, Hartford, and from 1860 to 1864 was president of that institution. He was master of the Girls' High School of Boston from 1872 to 1876, superintendent of the public schools of Boston from 1878 to 1880, and later for some years a member of the school committee of Boston. He was an overseer of Harvard College for a term of six years. He was long connected with the City Mission of Boston. He was president of the Boston Episcopal Society, one of the oldest, if not the oldest, charitable organization of the city. He was long a trustee of the Boston Athenæum, of the Boston Museum of Fine Arts and of the Massachusetts General Hospital. He was chairman of the board of trustees of the latter institution for more than twenty years, an office of no little labor. As such he had much to do with the moving of the McLean Asylum from Somerville to Waverley, including the raising of funds for such transfer.

For many years Dr. Eliot made it a rule, which was well observed, to give of every day, in philanthropic work or work closely allied to philanthropic work, as many hours as constitute the present workingman's legal day; and in later years he endeavored to give to such work half that time.

Our Massachusetts School for the Feeble-minded has had no world-renowned Laura Bridgman; here there have been no inmates whose struggles to overcome seeming unconquerable defects of nature, with the assistance of systematic teaching, have raised them in actual knowledge as well as reputation above most individuals possessed of nature's normal gifts. With our wards the intellect that soars above absence of sight, of speech, of hearing, is wanting; there is little to excite enthusiasm; little to excite wonder. All the inmates are below the average level of human intelligence, many deep below that level. They are of different conditions of bodily health. A few are of great strength, and require all the more care because of feeble intellect. Many are of feeble body, puny and disagreeable to behold. It is an unattractive charity. Yet to it Dr. Eliot has given much of the labor of his life. He has seen the school grow from about 20 inmates in the experimental school to its present number of 600. During the first few years of the school under the act of incorporation there were about 50 pupils. When the school was moved from South Boston to Waverley there were only 200. A large part of this growth has been due to the labors of Dr. Eliot. For many years he was constantly before the Legislature and its committees, with written report and oral address eloquently pleading the cause of the feeble-minded. Rarely did he fail to obtain the grant for which he petitioned. He had much knowledge of the details of the school life. While he was yet associated with Dr. Howe, and in the earlier days of his presidency, he originated much in regard to instruction and training; he knew each child by name, its history, its peculiar defects and infirmities. In latter days, when the instruction and training of the feeble-minded has become a science to be acquired and followed as a profession, as he and his associate pioneers in the work foresaw it must, he has fully appreciated and commended the professional work of the men and women here engaged in it, largely selected by himself; while on the

other hand, his commendation has been received as that of a man who knew whereof he spoke. The feeble-minded persons of the Commonwealth have lost their best friend.

FRANCIS J. BARNES,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
JOHN CUMMINGS,
J. S. DAMRELL,
SAMUEL HOAR,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,
F. G. WHEATLEY,
CHARLES F. WYMAN,

Trustees.

[COPY OF A RESOLUTION PASSED AT THE ANNUAL MEETING OF THE CORPORATION,
HELD AT THE SCHOOL, OCT. 13, 1898.]

In behalf of the Board of Trustees, Mr. Samuel Hoar presented the following resolution, which was ordered to be entered upon the records, and a copy of the same sent to the family of Dr. Elliot:—

Dr. Samuel Eliot died on Wednesday, Sept. 14, 1898, in his seventy-seventh year. He was one of the organizers and original incorporators of this school, served as its trustee from the time of its organization, with but a slight intermission, until the day of his death, and was its president since 1877.

We, his associates, enter upon our records our recognition of his untiring zeal, his interest in and close attention to every detail of training or instruction, his graciousness and never-failing courtesy, his broad and earnest philanthropy, his punctuality to every duty, his mastery of clear and effective statement, and the untiring enthusiasm with which he inspired not only his fellow workers but the indifferent and careless public. The Commonwealth, this school, and above all the poor, the needy and the afflicted, have lost an able administrator, a clear-eyed and patient investigator, and a warm-hearted, generous and sympathetic friend.

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 13, 1898.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following report for the year ending Sept. 30, 1898: —

Movement of Population.

	Males.	Females.	Total.
Number present Sept. 30, 1897,	313	191	504
Admitted during the year,	82	66	148
Whole number present,	395	357	652
Discharged,	29	7	36
Died,	15	3	18
Number present Sept. 30, 1898,	351	247	598
Average number present,	336	222	558
School cases admitted,	50	42	92
Custodial cases admitted,	32	24	56
Private pupils now present,	17	15	32
Massachusetts school beneficiaries,	161	85	246
Cases supported by income of invested funds,	10	5	15
Custodial cases supported by State,	36	33	69
Custodial cases supported by cities and towns,	106	106	212
Beneficiaries of other New England States,	21	3	24
Applications for admission during year,	—	—	285

Of the 148 admissions, 92 were of school age and grade; 31 were females over fourteen years of age, one of whom had borne one child and two of whom had borne two children each; 11 were paralyzed or quite helpless; and 6 were epileptics.

Of the 36 discharges, 20 were taken away by their friends for various reasons, 5 New England beneficiaries were discharged by order of the authorities of the States to which they belonged, 2 were discharged by order of the overseers of the

poor of the towns in which they lived, 2 were transferred to the insane hospital, and 6 adult epileptics were transferred to the new State Hospital for Epileptics at Monson.

It has been stated in former reports that with our large number of young and susceptible children who frequently receive visitors from crowded tenement-houses in neighboring cities and towns, we must each year expect more or less serious visitations of various infectious diseases. This year has been no exception to the rule. At the beginning of the school year, soon after the children returned from vacation, a number of cases of diphtheria appeared in rapid succession in the boys' dormitory among both children and attendants. New cases appeared daily in the building, until anti-toxin in immunizing doses was given to every inmate in the building, and from that day no new cases appeared. The type of the disease was severe, and two young and feeble children died within a day or two after being attacked. The other cases all made good recovery. Three mild cases of scarlet-fever occurred in three different houses during the year, and there were two cases of typhoid fever in different buildings, both of which proved fatal. As a rule, however, our inmates have enjoyed their usual good health, and there have frequently been weeks at a time when we have had no case of actual illness.

There were 18 deaths during the year. Of these, 5 resulted from epilepsy, 2 from consumption, 2 from diphtheria, 2 from typhoid fever, and 1 each from acute meningitis, erysipelas, organic heart disease, acute Bright's disease, organic disease of the brain, septicemia following gangrene and gastric ulcer.

There have been 285 applications for admission during the year. Of this number we have been able to admit only 103, or 36 per cent. The number of applications the past six years have been as follows:—

1893,	183	1896,	164
1894,	199	1897,	192
1895,	164	1898,	285

This large number of applications emphasizes the existence of the feeling in the community that public provision should be made for a larger proportion of this class of defectives than now exists. Many of these applications were made by town

authorities, superintendents of schools, physicians, and people interested in charitable and philanthropic work, rather than by the parents or immediate friends of the children themselves.

There is a growing feeling in this State that imbecile boys and girls must not grow up in the community without training and protection. Within the last few years we have noticed a marked change in the attitude of overseers of the poor toward this school. It is an unusual thing now for town authorities to object to the payment of board of a suitable custodial case.

The number present at the close of the year practically represents the full present capacity of the institution. We have once more reached the point where new cases can be admitted only as vacancies are made by the discharge or death of those now here.

The second of the new buildings authorized by the act of 1896 was completed and occupied March 17, 1898. To this building were transferred the older adult female inmates. The occupation of this building has enabled us to complete the reclassification and separation of our pupils according to their age and mental and physical condition, so that at the present time our pupils are better classified than at any previous period in the history of the institution.

The 598 inmates present at the close of the year are distributed in the different buildings as follows: at the boys' dormitory are found 150 improvable boys of the school grade, ranging from six to eighteen years of age. This group represents the highest type of the feeble-minded. All of these boys attend school and training classes, and are kept busy from morning till night. It would be hard to find a sturdier, noisier or happier set of boys anywhere in the world.

At the north building are 111 grown men of the custodial class. Many of these cases are stupid and untidy, and have to be dressed and undressed, and need to be cared for like an infant. Others are excitable and destructive, and need constant supervision and care. Of course these need and receive no instruction except the most elementary training in habits of decency, order and quiet.

At the farm-house are 29 quiet, trustworthy males, from twenty to thirty years of age, who work upon the farm.

At the west building are 61 small boys under the age of

twelve, and 93 females of various ages. All of these inmates are of very limited intelligence, many have untidy personal habits, some are partially paralyzed or otherwise helpless, and many require what is practically hospital care. These children receive careful training in the way of teaching them to wait on themselves, to dress and undress, to feed themselves, in the use of the body, in attention to personal cleanliness and habits of order and obedience.

At the north-west building are found 81 adult females of the higher grade. Nearly every inmate in this building works regularly in the laundry, sewing-room, or at other domestic work in one of the other buildings. Many of these young women are graduates of our schools and industrial training classes, can read and write, and derive great pleasure from the various entertainments and social gatherings. The withdrawal of this class of cases from the other buildings and their segregation in a detached house, where they are not annoyed by the younger children when tired from the day's work, and where they can be given much greater freedom from obvious restraint, and treated more like normal grown-up people, has added greatly to their happiness and self-respect.

The brighter girls of school age and grade, 73 in number, live at the girls' dormitory.

The large number of young, teachable boys and girls admitted during the year made a very welcome accession to the school and training classes. In the school classes proper there are now 109 pupils. In the kindergarten and practical training classes there are 176 pupils. With the exception of the few helplessly idiotic children, every boy or girl in the school under nineteen years of age is in one of these classes, or in one or all the classes for practical training, sense training, or physical, manual or industrial drill, and is receiving what we believe to be the instruction best suited to his or her capacity and need. There have been no radical changes in the methods of training and education as described in detail in previous reports.

On the 17th of August our barn was struck by lightning and entirely destroyed. The live stock was all saved with the exception of one cow and one small pig, but the fire destroyed at least twenty-five tons of fine hay, all our harnesses and

farming tools, and several of our vehicles. In making our plans for rebuilding the barn, it seemed best to separate the milch cows from the other stock. A contract has been let and work begun on the construction of a detached building for a modern cow stable. This building will be one story in height, and of simple construction, with every facility for securing good ventilation and absolute cleanliness. This barn will be ready for use before cold weather. Within a day or two after the fire we began the construction of a circular, outside silo, to be connected with the new cow barn, with a capacity of one hundred and fifty tons of ensilage. This was completed ready for the storage of the growing crop of ensilage corn. The stable for horses, hay, etc., on the site of the old barn should be rebuilt at once, perhaps with some slight modification of the original plan.

The current expenses for the past year have amounted to \$94,325.46, or \$3.24 per week for each inmate.

The new boiler and additional engine and dynamo authorized by the Legislature at the last session have been installed within the sum appropriated. We have now a spare boiler for use in case of breakdown and during repairs, and our electric light plant is practically in duplicate, so that no ordinary accident could interfere with the proper heating and lighting of the institution.

The large tract of wild land for a permanent home for the trained graduates of the school, and for those too old for school training, the purchase of which was authorized by the Legislature, has not yet been selected, although the available territory has been carefully looked over, and the more promising localities are now being closely studied in detail. We hope to be able to select and purchase this land before January 1.

Respectfully submitted,

WALTER E. FERNALD,

Superintendent.

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1898.

Bedding and table linen,	\$2,030 31
Butter, 9,785 pounds,	1,813 46
Clothing and clothing material,	4,133 47
Coal,	6,414 39
Coffee, 750 pounds,	181 50
Construction, improvement and repairs,	11,547 96
Electric supplies, lamps, etc.,	140 75
Entertainments, holidays, etc.,	399 19
Express and freight,	513 64
Fertilizer, vines, seeds, etc.,	319 84
Fish, 8,747 pounds,	403 47
Flour and meal,	4,332 72
Fruit and berries,	486 44
Furnishings,	927 55
Groceries,	1,222 16
Hardware and crockery,	1,116 03
Ice,	440 88
Insurance,	410 00
Laundry supplies,	754 60
Manual training supplies,	292 26
Meat, 64,420 pounds,	4,293 06
Milk, 107,748 quarts,	5,180 06
Nursing, medicine and extra medical attendance,	1,904 05
Oil,	227 52
Postage,	194 50
Potatoes and other vegetables,	1,110 60
Rent of safe (treasurer),	10 00

Rice and sago,	\$590 97
School materials, books and papers,	228 86
Small wares, buttons, thread, etc.,	381 09
Stable, grain, hay, etc.,	2,093 75
Stationery, printing, etc.,	280 75
Stock,	83 00
Sugar, 23,798 pounds,	1,357 11
Sundries,	68 75
Superintendence and instruction,	7,077 86
Tea, 290 pounds,	71 37
Telephone rent,	275 40
Tools,	620 21
Travelling expenses,	238 51
Tuning and repairing pianos,	35 00
Wages and labor,	28,661 42
Wagons, harnesses and blankets,	489 50
Water tax,	971 50
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Total,	\$94,325 46

APPENDIX A.

The classification of the school and the methods of training and instruction followed are set forth at length in portions of the superintendent's report for previous years, here reprinted:—

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farm-house are the adult males who are regularly employed in the farm-work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had

a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of

his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the school-room.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of

the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing-machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility wonderfully helps in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says; "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized. One Saturday afternoon last winter over three hundred children were out coasting at one time.

At least once a week during the school year some evening entertainment is provided for the children. Last year forty-four consecutive weekly entertainments were given, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stere-

opticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the school-rooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horrors, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes, and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus, to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for

a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories, and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

APPENDIX B.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth: *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors,

whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the Appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provision of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next. [*Approved April 9, 1878.*]

1886.

[ACTS, CHAP. 298.]

AN ACT concerning the Massachusetts School for the Feeble-minded.*Be it enacted, etc., as follows :*

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of lunacy and charity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the State elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion, receive, maintain and educate except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* There shall be allowed and paid annually out of the treasury of the Commonwealth the sum of twenty thousand dollars to the treasurer of the Massachusetts School for the Feeble-minded for the use of said school in equal quarterly instalments, commencing on the first day of July, in the year eighteen hundred and eighty-six.

* Repealed, chapter 123, Acts of 1887.

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the

district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the board of education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of lunacy and charity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of lunacy and charity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed.

Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next.
[Approved June 18, 1886.]

1897.

[RESOLVES, CHAP. 10.]

RESOLVE providing for the furnishing of two buildings at the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding five thousand dollars, to be expended at the Massachusetts School for the Feeble-minded under the direction of the trustees of said institution, for the purpose of furnishing the two buildings authorized to be built by chapter eighty-one of the resolves of the year eighteen hundred and ninety-six.
[Approved February 26, 1897.]

[RESOLVES, CHAP. 64.]

RESOLVE providing for the purchase of land for the use of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for the purchase in the name and on the behalf of the Commonwealth of additional land for the use of said institution. Any purchase of land under the authority of this resolve shall be subject to the approval of the governor and council. [Approved May 6, 1897.]

1898.

[RESOLVES, CHAP. 65.]

RESOLVE to provide for certain improvements at the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding three thousand dollars, to be expended at the Massachusetts School for the Feeble-minded, under the direction of the trustees of said institution, for a new boiler and an additional electric plant. [Approved April 14, 1898.]

[RESOLVES, CHAP. 66.]

RESOLVE in favor of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid annually out of the treasury of the Commonwealth to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, the sum of thirty-five thousand dollars, to be payable in equal quarterly instalments, commencing on the first day of January in the year eighteen hundred and ninety-eight. [*Approved April 14, 1898.*]

[ACTS, CHAP. 433.]

SECTION 26. Section nine of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby amended by striking out in the third line, the words "board of education," and inserting in place thereof the words:—state board of insanity.

SECTION 28. The acts and sections of acts hereinafter specified in this section are hereby amended by striking out the words "lunacy and charity," wherever they occur therein, and inserting in place thereof the word:—insanity. . . . Sections two and ten of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six.

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two under shirts, three night shirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITORS. — Two auditors shall be appointed annually. They shall examine all the accounts of the institution and treasurer. They shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without their order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circum-

stances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. A public carriage may be found at the Waverley station. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.



FIFTY-SECOND

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1899.

BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1900.



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Mass. Officials

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TO
ATTORNEY GENERAL

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 12, 1899.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR:—I have the honor to transmit to you a copy of the fifty-second annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,

Secretary.

TRUSTEES FOR 1899-1900.

President.
GEORGE G. TARBELL.

Vice-President.
SAMUEL HOAR.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN.

Auditor.
CHARLES F. WYMAN.

Trustees.

FRANCIS BARTLETT,	. . . . .	BOSTON.
FRANCIS J. BARNES,	. . . . .	CAMBRIDGE.
ELIOT C. CLARKE,	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE,	. . . . .	CAMBRIDGE.
J. S. DAMRELL,	. . . . .	BOSTON.
SAMUEL HOAR,	. . . . .	CONCORD.
W. W. SWAN,	. . . . .	BROOKLINE.
GEORGE G. TARBELL,	. . . . .	BOSTON.
ERSKINE WARDEN,	. . . . .	WALTHAM.
CHARLES E. WARE,	. . . . .	FITCHBURG.
F. G. WHEATLEY,	. . . . .	ABINGTON.
CHARLES F. WYMAN,	. . . . .	CAMBRIDGE.

State Board of Visitors, ex officio.

GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1899-1900.

Superintendent.

WALTER E. FERNALD, M.D.

Assistant Physician.

GEO. L. WALLACE, M.D.

Matron.

Miss AUGUSTA DAMRELL.

Book-keeper.

Miss E. W. PETERSON.

Matron of West Building.

Miss ANNIE WALLACE.

Matron of Girls' Dormitory.

Miss ELIZABETH H. BARNES.

Matron of Boys' Dormitory.

Miss KATE ROSS.

Matron of North Building.

Mrs. ISABELLA M. HEDMAN.

Matron of Farm House.

Miss CLARA MCPHEE.

Matron of North-west Building.

Miss ELIZA J. MAYNE.

Clerk.

Miss MABEL C. COOK.

Stenographer.

Miss MABEL M. WEBBER.

Teachers.

Miss L. L. MOULTON.

Miss EDITH M. WATERMAN.

Mrs. S. E. SHAFFER.

Miss ADELLE HODGDON.

Training Teachers.

Miss RUBY MCPHEE.

Miss SARAH L. CRABTREE.

Mr. GEORGE M. SMITH.

Instructors in Physical and Manual Training.

Mr. F. W. KNIGHT.

Mr. JOHN HEDMAN.

Foreman of Farm.

Mr. DAVID SMITH.

MEMBERS OF THE CORPORATION.

Michael Anagnos, South Boston.
Nathan Appleton, Boston.
Henry Barnard, Hartford, Conn.
Francis J. Barnes, M.D., Cambridge.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Chas. P. Bowditch, Jamaica Plain.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Charles R. Codman, Boston.
Mrs. Alice de V. Clarke, Boston.
Eliot C. Clarke, Boston.
Mrs. Elizabeth E. Coolidge, Boston.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
John E. S. Damrell, Boston.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Edw. W. Emerson, M.D., Concord.
Miss Ellen Emerson, Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
Jonathan V. Fletcher, Belmont.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. C. E. Harrington, Waltham.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Mrs. Helen Hoar, Concord.
Miss Abby Hosmer, Concord.
Richard C. Humphreys, Boston.

John Lowell, Boston.
Arthur Lyman, Waltham.
Fred W. G. May, Dorchester.
John C. Milne, Fall River.
Mrs. Emily M. Morison, Boston.
Mrs. Anna M. Peabody, Boston.
Rev. Francis G. Peabody, Cambridge.
Frederick W. Peabody, Boston.
Mrs. Elizabeth B. Perkins, Boston.
Miss Laliah B. Pingree, Boston.
Rev. E. G. Porter, Lexington.
James J. Putnam, M.D., Boston.
Mrs. Henry Richards, Gardiner, Me.
J. Henry Robinson, M.D., South-
borough.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
Fred'k C. Shattuck, M.D., Boston.
George B. Shattuck, M.D., Boston.
Benj. F. Spinney, Lynn.
Mrs. Elizabeth Stone, Waltham.
Mrs. Helen G. Swan, Brookline.
William W. Swan, Brookline.
George G. Tarbell, M.D., Boston.
C. B. Tillinghast, Boston.
Henry Tuck, M.D., New York.
Mrs. Annie P. Vinton, Boston.
Erskine Warden, Waltham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Roger Wolcott, Boston.
Mrs. Edith Prescott Wolcott, Boston.
Mrs. Kate Gannett Wells, Boston.
F. G. Wheatley, M.D., N. Abington.
Gilman Waite, Baldwinville.
Charles E. Ware, Fitchburg.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 12, 1899.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their report for the year ending Sept. 30, 1899.

The average number of inmates during the year has been 605. There are now in the school 622 feeble-minded persons of all descriptions. Of these, 225 are supported by the Commonwealth in the school department and 84 in the custodial department. Cities and towns pay for the support of 227 in the custodial department. There are 35 private pupils, most of whom pay the average cost of maintenance and instruction, while a few pay somewhat less and a very few pay more than the average cost. There are 36 beneficiaries of other States who pay each \$300 per year. There are 15 pupils in the school department supported from the income of invested funds, the same being legacies and increase from legacies.

The current expenses have amounted to \$101,550.09, or \$3.22 per week for each inmate.

Further statistical matters appear in the reports of the treasurer and superintendent; and, indeed, it is to the report of the superintendent that those interested in the work of the institution must turn for information regarding the condition of the school, further than that its management has continued to be most satisfactory to the trustees, and that their trust in the superintendent remains unchanged. The head of this institution has the knowledge and experience, the temperament and devotion to duty, that would insure success in any work

of the character of that in which he is engaged. With him in charge the trustees are counsellors more than directors.

The condition of the school has also met the approval of others having an interest in it. On the 11th of April a day was spent at the school by the Massachusetts Relief Officers Association in a body. Many of the visitors who were town or city officers expressed a satisfaction at the clearer knowledge gained of the manner in which money paid for their own custodial cases was spent; and many were enthusiastic in their commendation. The occasion can hardly fail to prove a benefit to the school.

The parents of the children were invited to attend an exhibition at the school on June 8, and came in large numbers. They were permitted to make a very general inspection, and doubtless went away with a brighter and truer idea of the school life and the lot of their own unfortunate children than they have ever obtained from individual visits.

Still another exhibition was held at the school June 20, when the members of the corporation and their friends, and several medical gentlemen interested in similar institutions, were invited to meet the trustees. There were about fifty present.

The event of the year has been the acquisition by the Commonwealth for our use of a large tract of land in Templeton, and this indeed marks the beginning of a new era in the life of the school. Members of the corporation are familiar with the considerations which led to the purchase; but since the Legislature, to which our annual reports are in part addressed, is ever changing in its membership, and since the school depends for its continuation from year to year upon the generosity of the Legislature, it may be well to review so much of the past as will show what has brought about the enlargement now given to our field of labor.

Nine years ago (1890) the corporation met for the last time in the building at South Boston, which had been the home of the school from the beginning. The old building, originally an almshouse, had been added to from time to time, and then held all the school department cases, 107 in number, and also 49 custodial cases. The removal to Waltham, however, had already begun. The farmhouse at Waltham was occupied by

25 large boys, and in the new asylum or custodial building just then completed were 119 inmates, of whom 57 were females over fourteen years of age. We had in all at South Boston and Waltham 296 idiots and feeble-minded persons, an increase of 94 over the previous year. In our report for the year (1890) we recited that \$200,000 had been granted by the Legislature to erect new buildings, and that it was a condition of the grant that we should provide for 250 patients. We said that we should be able to take care of 350 patients with the buildings already erected and in process of erection, and added:—

It is quite likely that before the end of the present decade further accommodations will be required for about one hundred additional custodial cases. But a single dormitory would be needed, and this of a simple and inexpensive form, to be connected with the main custodial building by a covered way. With the second dormitory for the school department, and such additional building for the custodial department, it is quite unlikely that any further large outlay of money would be required for the institution during the next half-century.

This statement has not turned out to be true, nor have we lived up to it. We have asked for further appropriations, and have not asked in vain. Early in 1896, having in all 423 inmates, we asked and obtained \$60,000 with which to provide accommodations for 150 more; and with the additional buildings erected under the appropriation, two in number, we provided for 200 additional cases, so that we now have in all our dormitories accommodations for about 600 inmates. Under pressure we have 22 cases over that number. But before the first of these buildings was completed, hundreds were demanding admission that could never be received for want of room. More than this, under the great pressure for admission the custodial cases were fast crowding out the school cases. This was contrary to the traditions, the original object and the policy of the institution. The Commonwealth requires the education in public or private schools of all her normal children at the expense of the cities and towns or parents. From her own treasury she provides for the instruction and education of indigent children of feeble intellect that are capable of

being benefited by school instruction, and, in her compassion for the unfortunate, pays also for their maintenance. And thus the school is a part of the system of public education. It was founded for the benefit of improvable cases. Our late president, in a foot-note added by himself to the annual report of 1896, while it was in press, said: "The school department of this institution, originally the only department, remains and will always remain the chief department, worthy, above all other departments, of being amply sustained." From this point of view it is not an absurd theory that in any one case the benefit conferred by this charity directly upon the individual, without regard to other persons, is in proportion to the capability of the individual to be mentally benefited thereby. For many years, however, the school has had by law a custodial department as an asylum for hopeless idiots, for feeble-minded males beyond the ordinary school age, and as a safe home for large girls and full-grown women of weak intellect; and for some time, as stated above, this custodial department has encroached more and more upon the school department. This is in part because some of our pupils stay on after they have passed the school age limit, having no homes to which they may be returned, and partly because the low-grade applicant appeals more successfully to our sympathy than the brighter child, and much consideration is had for the homes and community benefited when we take a disagreeable case.

The relief was suggested by our able superintendent. New land must be occupied in another part of the State. Dr. Fernald recalled what had been accomplished at Waltham by our adult males. In a few years they had transformed a hundred acres of land, much of it wild land, into garden and park. With sufficient territory care could be assumed of all the adult males and large boys of feeble intellect in the Commonwealth. More than this, if a tract of land of large enough dimensions should be acquired, eventually a home and employment could be provided for many adult females, there being much out-of-door work of an agreeable and attractive nature that can be done by able-bodied women. There was no more land to be had in this vicinity, and he recommended going out fifty miles or more upon one of the railroads that stretches by the

entrance-gate at Waltham, and searching for suitable land that could be obtained with generous bounds, at little cost. Let the location be healthy, with a plentiful water supply, our superintendent said, then no matter how poor and rough the land. The poorer, the greater would be the opportunity for work, and opportunity for work was the thing most needed; it were better that the task of reclaiming should never end. Vacancies could be created from year to year at the school at Waltham, sufficient to admit new applicants in large numbers, by the transfer to some newly acquired estate of corresponding numbers of well-trained workers, and the school department could be conducted as originally intended. Thenceforth no applicant for admission to the school department need be turned away.

The plan met with the approval of the trustees, and was presented to the corporation and the Legislature in the annual report for the year ending Sept. 30, 1896. An exhaustive report by the superintendent, which was in the nature of an essay upon the general subject of the care of the feeble-minded in large numbers, was appended. In the trustees' report was embodied a petition to the Legislature for a grant of \$20,000, to be expended under the direction of the trustees, for the purchase in the name and on the behalf of the Commonwealth of additional land for the institution. By a resolve approved May 6, 1897, the sum asked for was granted, upon the condition that any purchase under the authority of the resolve should be subject to the approval of the Governor and Council. Naturally the selection and purchase were not the work of a day. Finally, however, we have been successful in both. A territory three miles long, and a mile, more or less, wide, consisting of seventeen parcels of land, and containing in all 1,660 acres, lying mostly in Templeton, has become, with the approval of the Governor and Council, as required by the resolve, and of the State Board of Health through their kindness and courtesy, the possession of the Commonwealth for the benefit of the school, at an expenditure of \$19,005.61; which includes every item of expense incurred for the search of the land, the deeds, revenue stamps, — in fact, every expense, of every name and nature. This was nearly \$1,000 less than the appropriation.

A small portion of the estate lies in the town of Phillipston. The railroad station will be at Baldwinville on the Fitchburg Railroad, sixty-five miles from the Waverley station upon the same road. The Baldwinville station is about two miles distant from the probable location of our first settlement. The estate lies for about a mile along a State road projected from Gardner to Athol. North of this road it extends in a northerly direction for about three miles on both sides of Beaver Brook, which empties into Miller's River. Wells dug along the water-sheds of the brook will furnish an ample supply of water for the institution for every purpose.

The land is of varied quality, some of it fairly good for farming, some of it woodland, but most of it rough and stony, upon which lusty men and boys may exert their energies for years with seemingly as much work as ever before them. It is high land and hilly, three of the hills rising 1,100 feet above the sea level. The highest of these hills (1,220) has been named Eliot Hill, in memory of our late president. But there are sheltered nooks all through the property, each of which in good time may be the location of a simple dormitory with accompanying out-buildings, appropriated to some particular grade or assemblage of inmates. It is well for our people to have their dwellings in the immediate vicinity of their work; and it is well for the different grades or classes to live apart from one another. And there is something rather pleasing in the thought that, in the not very distant future, our lowest-grade cases, our real idiots, will be sunning themselves in summer, and getting themselves steam-heated in winter, to their full satisfaction, without annoyance to or from any person in or out of their own very little world, — a very little corner of the Templeton estate.

We are not yet prepared to state in detail plans for the enjoyment of the new property; for the performance of the further trust given into our hands. The story of what may be accomplished was told in the report of Dr. Fernald in 1896, to which reference has already been made. For the benefit of the Legislature, an extract from that report is presented as an appendix to the present report of the trustees.* We mean to work upon its general lines. We hope, however, to make a

* See Appendix B, page 29.

somewhat larger beginning than was at first intended, and we deem it necessary. We have had 321 applications for admittance during the last year, and have taken only 98 new cases. Of the applicants of the last few years whom we have been obliged to refuse, probably 800 are living and may be regarded as a waiting list. This is a larger number than is now at Waltham of all descriptions. We feel that we ought therefore to immediately set about making preparations for the reception at Templeton of 200 inmates.

And for this purpose we now herein and hereby petition the Senate and House of Representatives in General Court assembled, for an appropriation of \$50,000, the same to be expended in furnishing the necessary accommodations for the removal to the Commonwealth's land at Templeton of a portion of the feeble-minded inmates of the school at Waltham.

FRANCIS J. BARNES,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
J. S. DAMRELL,
SAMUEL HOAR,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,
F. G. WHEATLEY,
CHARLES F. WYMAN,

Trustees.

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WAVERLEY, Oct. 12, 1899.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1899 :—

	Males.	Females.	Total
Number present Sept. 30, 1898,	351	247	598
Admitted during year,	61	37	98
Whole number present,	412	284	696
Discharged,	41	12	53
Died,	10	11	21
Number present Sept. 30, 1899,	361	261	622
Average number present,	350	255	605
School cases admitted,	36	18	54
Custodial cases admitted,	24	20	44
Private pupils now present,	19	16	35
Massachusetts school beneficiaries,	147	78	225
Cases supported by income of invested funds,	10	5	15
Custodial cases supported by State,	44	40	84
Custodial cases supported by cities and towns,	114	113	227
Beneficiaries of other New England States,	26	10	36
Applications for admission during year,	—	—	321

Of the 98 admissions, 24 were of school age and grade ; 39 were over fourteen years of age, and of this number 18 were females ; 14 were transferred from Tewksbury Almshouse and 4 from the Lyman School for Boys at Westborough.

Of the 53 discharges, 40 were taken home by their friends for various reasons, 7 were discharged by request of the overseers of the poor, 3 were transferred to the insane hospital, 2, aliens, were sent out of the country by the government authorities, and 1 ran away to his home and was not returned.

There were 21 deaths during the year. Of these, 6 resulted from epilepsy, 3 from tuberculosis, 3 from marasmus (probably tuberculosis), 2 from pneumonia, 2 from meningitis, and 1 each from stricture of œsophagus, Addison's disease, organic disease of brain, measles and heart disease.

At the beginning of the school year we had an outbreak of 21 cases of mild diphtheria, all of whom made a good recovery. We also had 59 cases of measles develop in five different dormitory buildings during the winter and spring. Many of the cases of this disease occurred among our young and feeble low-grade children, and were attended by serious complications. One death only resulted directly from the measles, but several deaths were caused by diseases which followed and were indirectly due to that disease. With the above exception, the health of our large family has been as good as usual.

There have been 321 applications for admission during the year, the largest number in the history of the school. It is not possible in this report to describe the urgency and persistency with which these applications are made by the relatives and friends of the children. Of the 321 applications made during the year, we have been able to admit only 65. And as a rule the children admitted have not been those capable of the most improvement, but cases where the welfare of the child or of the family at home demanded that he be cared for here. In fact, nearly all of our admissions have been emergency cases received here to relieve actual distress. We now have on file over 1,000 applications for admission.

About two years ago Miss L. J. Sanderson was obliged for domestic reasons to temporarily withdraw from the service of the school. She has now, much to our regret, decided to make that withdrawal permanent. Miss Sanderson's tact and ingenuity, and her unusual qualifications as a teacher of the feeble-minded, have made her work especially satisfactory and successful. They will be fortunate who are able to secure her skilful and experienced services for their children.

The current expenses for the past year have amounted to \$101,550.09, or \$3.22 per week for each inmate.

During the year we have completed the new avenue extending from the school group of buildings through the grove to

the Quince Street entrance to the grounds. The labor on this road was practically all done by our boys.

We have introduced shower baths in three of our dormitory buildings; the ventilation of the older buildings has been greatly improved by enlarging the air inlets and vent flues and the placing of additional steam pipes in the vent flues.

The lower story of the old part of the stone farm-house has been entirely reconstructed in the most substantial manner. The cost of this and other improvements has been charged to current expense account.

We have also built a barn for the milch cows, at a cost of \$2,017, and a stable for the horses, costing \$2,999. These buildings are to take the place of the barn destroyed by lightning the previous summer. We now have 27 good cows, and during the year these cows have produced 66,308 quarts of milk.

The event of the year in the history of the school was the purchase of the large tract of land in Templeton. In order to briefly review the reasons for this important move and to outline the general plan contemplated, I present extracts from my report to the trustees for the year 1896.*

The estate at Templeton was selected as practically meeting the conditions specified in the general plan outlined therein. The detailed plan for the development of this estate needs only the modifications suggested by the actual conditions as found at Templeton.

We have nearly or quite 2,000 acres, embracing four large hills, with the valleys and level land between the hills. There are at least 150 acres of good, strong farming land, now sowed to grass or ready for the plough. There are four thrifty orchards, which last year produced over 1,200 barrels of marketable apples. There are several thousand cords of good hard wood, besides considerable timber, scattered over several hundred acres of woodland. The pastures, in their present condition, will pasture one hundred head of stock. There is a brook basin which will furnish an unlimited supply of the purest water. Large deposits of sand and gravel, in convenient locations, will provide for the disposal of sewage.

* See Appendix B, page 29.

There is an abundance of stone, sand, gravel and clay for building purposes. There are hundreds of acres of sprout land, covered with stones, stumps and bushes, which the labor of our boys can transform into cultivated fields. The seven farm-houses on the estate are pleasantly located and can be put in fairly good repair. At least three of the barns are in good condition and ready for use.

At Waltham we now have one hundred able-bodied adult male inmates, who have been kept busy with the rough work of developing our estate. This work is now practically completed, and we need the lighter work of cultivating the farm and garden, as occupation and as a means of industrial training for the younger boys of the school. I recommend that suitable provision be made for the transfer of these 100 able-bodied males to our Templeton estate in the spring of 1900.

In making provision for these persons, certain facts should be borne in mind. The persons to be provided for are a selected class of the feeble-minded. Nearly all of them have been under training in this school since childhood. They do not need expensive school-rooms and appliances. They are not sick people, requiring hospital provision or care. They are not violent, insane or criminal, requiring heavy brick or stone walls to prevent escape. They need only the most simple living and sleeping apartments, roomy, sunny, well warmed and ventilated, with the very best toilet and bathing facilities and suitable appliances for the cooking and serving of food.

Our Templeton land, roughly speaking, forms a sort of parallelogram, one mile wide by three miles long. The present dwellings and barns, with the land now under cultivation, are practically located in two groups, one at each end of the territory. In each group there is a house which with some repairs would provide living rooms for employees, kitchen and dining rooms for the boys. The erection of a simple building for dormitory and toilet rooms, connected or adjacent to each of these buildings, would provide entirely adequate accommodations for a family of fifty boys in each place at comparatively small expense.

There is no reason why the buildings for these first two families, at least, should not be constructed of wood, of the

slow-burning type of construction, of one or two stories, with windows near the ground for egress in case of fire.

It should be understood that the simple buildings and the simple conditions of living proposed are applicable only to this adult able-bodied class of the feeble-minded. For our young school pupils or our helpless custodial cases we could not suitably provide at less expense than we have done here at Waltham.

The large extent of the estate seems to make it necessary that these first two colonies should be located some distance apart, in order that the boys may live near the barns, fields, pastures and woodlots where they will be employed. With no elaborate buildings to care for, they can at once begin to raise milk, butter, eggs, potatoes, apples, beans, etc. The parent school at Waltham will provide a market for all the surplus farm products. In the winter they will be kept busy with the care of the stock and the cutting of fire wood for cooking and heating purposes.

In addition to the farm work, the boys can begin the preparations for the building for the next colony, the site of which would be determined by the location and character of the work to be done by the boys who are to occupy that building.

As our numbers increase and as other areas of land are cleared and developed, other farm colonies would be organized. In time certain work would be specialized, and a group of boys would live near the central laundry building, where they would be employed, another near the shops for carpenter, blacksmith and other mechanical work; another near the poultry farm, etc.

Our plan for providing for this class does not contemplate the organization of a conventional institution, but the gradual development of an agricultural and industrial community, our people living in simple, inexpensive dwellings, similar to those in other farming communities. This community will eventually have an amusement hall, a saw mill, a grist mill, a tailor shop, a paint shop, etc., every sort of employment and every sort of recreation, everything, in short, that goes to make up the life in a typical country village.

In order to establish and maintain a high standard of physical, mental and moral care of the inmates, and to insure the

successful working of the plan, a competent, experienced medical officer should be on the ground from the beginning, to closely watch and supervise all the workings of the community.

The class of cases now and hereafter to be transferred to Templeton should include only those who have received a thorough course of school training and discipline and manual and industrial training at the school department at Waltham. Untrained and undisciplined, they would not do well under the conditions we expect to establish. Each year a certain number of adults would be promoted from the school department to citizenship in this community.

The boys are already anticipating the removal to Templeton. The berries and fruit from our new farm which they have already enjoyed, and the stories of the strawberries, blueberries, blackberries, apples and chestnuts promise to them some of the joys which are the unalienable rights of the boys "outside," but which hitherto have been out of their reach.

The withdrawal of this group of 100 or more from the school department would enable us to admit an equal number of young, improvable pupils.

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1899.

Bedding and table linen,	\$1,424 66
Butter, 10,912 pounds,	2,077 84
Clothing and clothing material,	5,962 35
Coal,	5,145 95
Coffee, 740 pounds,	149 01
Construction, improvements and repairs,	9,807 37
Electric supplies, lamps, etc.,	201 79
Entertainments, holidays, etc.,	360 77
Express and freight,	703 72
Fertilizers, vines, seeds, etc.,	457 12
Fish, 9,395 pounds,	421 56
Flour and meal,	4,925 24
Fruit and berries,	655 56
Furnishings,	1,180 98
Groceries,	1,960 09
Hardware and crockery,	760 66
Ice,	436 29
Insurance (boilers),	105 00
Laundry supplies,	1,334 64
Manual training supplies,	304 93
Meat, 65,417 pounds,	4,909 58
Milk, 105,108 quarts,	4,834 22
Nursing, medicine and extra medical attendance,	633 37
Oil,	312 82
Postage,	225 82
Potatoes and other vegetables,	1,380 45
Rent of safe (treasurer),	10 00

Rice and sago,	\$529 33
School materials, books and papers,	369 26
Small wares, buttons and thread,	271 53
Stable, grain, hay, etc.,	3,413 35
Stationery, printing, etc.,	398 98
Stock,	1,699 00
Sugar, 30,386 pounds,	1,582 26
Sundries,	70 40
Superintendence and instruction,	8,245 90
Tea, 512 pounds,	180 00
Telephone rent and repairs,	321 63
Tools and agricultural implements,	696 90
Travelling expenses,	280 55
Tuning and repairing pianos,	35 00
Wages and labor,	31,039 96
Wagons, harnesses and blankets,	714 75
Water tax,	1,019 50
<hr/>	
Total,	\$101,550 09

APPENDIX A.

The classification of the school and the methods of training and instruction followed are set forth at length in portions of the superintendent's report for previous years, here reprinted:—

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farm-house are the adult males who are regularly employed in the farm-work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar

to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the school-room.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-

doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing-machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively

quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility wonderfully helps in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized. One Saturday afternoon last winter over three hundred children were out coasting at one time.

At least once a week during the school year some evening entertainment is provided for the children. Last year forty-four consecutive weekly entertainments were given, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the

"Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the school-rooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horrors, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus, to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories, and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

APPENDIX B.

Extracts from the superintendent's annual report for the year 1896 : —

For several years past, in my annual report to the trustees I have called attention to the fact that few of the adult inmates could be discharged, and as we were able to admit a very small number of young children, the average age of our inmates was steadily rising, and that, unless some provision was made for the discharge of the pupils past the school age, the institution would cease to be a school, and become merely a place for the custody and care of adults.

It will be seen that we have 145 males and 124 females over fifteen years of age.* We are practically making a home for these 269 adults, and thereby ignoring the possibilities of practical training and discipline of the scores of young teachable cases who are besieging us for admission. If we could maintain an age limit, and discharge nearly all of our pupils when the period of training and education was past, we should be able in this school to care for all the young teachable feeble-minded children in the State for many years to come.

But, unfortunately, it is not expedient to return to the community a large proportion even of the brighter pupils who have received all the instruction the school has to offer. Very few feeble-minded persons can be developed to the degree of usefulness and self-control necessary to enable them to earn money regularly, and to spend it in such a way as to independently maintain themselves in the outside world. Even those who have suitable homes, and friends able and willing to become responsible for them, by the death of these relatives are often thrown on their own resources, and eventually drift into idleness and pauperism, if not into crime. Indeed, in many cases the guardians of these children are unwilling to remove them, and beg that they be allowed to remain where they can be made happy and kept from harm. Many of these cases are homeless and friendless, and if sent away from the school could only be transferred to almshouses, where they become depraved and demoralized by

* We now (1899) have 197 males and 187 females over fifteen years of age.

association with adult paupers and vagrants of both sexes. They cannot be sent out into the world without a loud protest from their friends and the communities in which they are thrown. Even the brightest always need kindly but firm oversight and direction, rarely obtainable outside an institution.

The history of this and other similar institutions has proved that a large proportion of the able-bodied inmates, including many quite low in the mental scale, can be developed into very efficient workers at ordinary rough manual labor. Given the right sort of diet, bodily discipline, training of personal habits, plenty of sleep, plenty of outdoor exercise and actual work from childhood, they grow up to be big, brawny, willing, happy laborers. They are not able to acquire the delicate skill that would enable them to work in a watch factory or a printing office, or in any other trade or occupation requiring minute mechanical skill or the exercise of much independent judgment. As a class, they are unskilled laborers, but they are capable of doing an enormous amount of this simple work. Therefore, *if the right sort of work can be provided*, a large number of these trained adults of either sex, under intelligent supervision in an institution, are capable of doing a sufficient amount of work to pay for the actual cost of their support. The difficulty is to find a profitable market for this unskilled labor.

The experience of the Epileptic Colony at Bielefeld in Germany and the proposed plan of the Craig Colony for Epileptics in New York are very suggestive as to the line to be followed in making further provision for the feeble-minded in this State. A very large tract of low-priced land, at least 1,000 or 1,500 acres, might be secured in one of the sparsely settled parts of the State. No matter if the land is rough and rocky and covered with bushes, stones and stumps, — the better opportunity to utilize the capacity of this class for doing rough work. The estate should have a good water supply, an abundance of building stone, sand, gravel, clay for brickmaking, etc. On this land construct a plain, simple building, to accommodate, say 100 inmates. To this building transfer 100 of our able-bodied adult male inmates.

This force could be set to work preparing for the next building. They could clear the ground, do all the levelling and grading and excavate the basement. They could build the roads, dig the trenches for water pipes and sewers, quarry the building stone and haul the stone and sand required for the building. If a little foresight was used, a locality could be selected where good clay for brickmaking could be obtained. The wood cut off the woodland would furnish fuel for burning the brick, all the work being done by the boys. The cleared land would be reclaimed and changed from wild wood-

land, worth practically nothing, into good grazing or perhaps tillage land. The cost of construction of the buildings necessary could be reduced to the lowest terms by the use of the building material already on the land or manufactured there, and by the utilization of the labor of the inmates in the rough work of construction. At no time in the history of an institution is the labor of its inmates so profitable as during the period of construction.

The buildings themselves should be exceedingly plain and simple. What intrinsic reason is there for building a more expensive structure than middle-class people build for their own dwellings?

As soon as the second building is completed, a second group of trained workers could be transferred from the school. Other buildings could be added from year to year, as needed. Large numbers of inmates would not be collected in any one building. The different groups of inmates would live in relatively small houses, practically independent of each other, each group supervised and cared for by competent attendants and officers, under the direction of the general superintendent. One group of boys would work in the vegetable gardens located near the house where they live. Another group would have the care of the barns and the stock, etc. The milk, beef, potatoes and other vegetables, poultry, eggs and other food products ought to be produced within this community.

We know that the labor of the feeble-minded is especially applicable and profitable in this direction. For instance: at our barns we have 18 cows, 9 horses, 30 to 50 pigs and 75 or more hens. One paid employee, assisted only by some of the boys, takes the entire care of the barns and stock. This year we had over twenty acres under the plough, much of it used as a vegetable garden. All the work of preparing the ground, cultivating, hoeing, weeding and harvesting, was done by one paid employee, with the help of the boys.

Aside from the economic view, I believe a permanent home as sketched above would be an almost ideal arrangement, if we wished only to insure to these people the greatest amount of happiness and comfort. The isolated situation, the large amount of land and the distance of the buildings apart, would make a large degree of freedom possible and desirable, and do away with many of the present unavoidable but irksome restraints of institution life.

Our school here at Waltham, when the two new dormitories are completed, will accommodate 600 inmates, at a cost for construction somewhat under \$600 per capita. An institution of the character briefly sketched above could be gradually established at an actual cash expenditure not over \$300 per capita, not including the price of the land. Given land enough, the cost of support of this class need not exceed \$2 per capita per week.

The plan outlined above, begun in a small way, could be indefinitely extended as needed. The trained graduates from the school could at once be given a field for the full exercise of their trained abilities, where they would not come in competition with normal people, and where they would be shielded from the temptations that assail them in the world outside; where they would get the slight supervision they always need, and where there would always be a market for whatever they were able to make or to do; in fact, place them under the right conditions for utilizing all the powers God has given them.

APPENDIX C.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the Treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth: *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors.

whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants, of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the Appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provision of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next. [*Approved April 9, 1878.*]

1886.

[ACTS, CHAP. 298, AS AMENDED BY ACTS 1898, CHAP. 433]

AN ACT concerning the Massachusetts School for the Feeble-minded.*Be it enacted, etc., as follows :*

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of insanity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

SECT. 3. Said corporation shall gratuitously receive maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion, receive, maintain and educate except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* [Repealed: Resolve, chapter 66, Acts of 1898, substituted.]

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to

*^aSee page 38.

the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and

costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of insanity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of insanity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change of the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next.
[Approved June 18, 1886.]

1898.

[RESOLVES, CHAP. 66.]

RESOLVE in favor of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid annually out of the treasury of the Commonwealth to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, the sum of thirty-five thousand dollars, to be payable in equal quarterly instalments, commencing on the first day of January in the year eighteen hundred and ninety-eight. [*Approved April 14, 1898.*]

[ACTS, CHAP. 433.]

SECTION 26. Section nine of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six is hereby amended by striking out in the third line, the words "board of education," and inserting in place thereof the words:—state board of insanity.

SECTION 28. The acts and sections of acts hereinafter specified in this section are hereby amended by striking out the words "lunacy and charity," wherever they occur therein, and inserting in place thereof the word:—insanity. . . . Sections two and ten of chapter two hundred and ninety-eight of the acts of the year eighteen hundred and eighty-six.

1899.

[ACTS, CHAP. 158.]

AN ACT to authorize transfers from the Lyman School for Boys and from the State Industrial School for Girls to the Hospital Cottages for Children or the Massachusetts School for the Feeble-minded.

The state board of insanity may, on the request of the trustees of the Lyman and Industrial schools, transfer from either of said schools to the Hospital Cottages for Children or to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for treatment at either of the last-named institutions. [*Approved March 16, 1899.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. A public carriage may be found at the Waverley station. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.



FIFTY-THIRD

ANNUAL REPORT OF THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1900.

BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

18 POST OFFICE SQUARE.

1901.



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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 11, 1900.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR:—I have the honor to transmit to you a copy of the fifty-third annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,
Secretary.

TRUSTEES FOR 1900-1901.

President.
GEORGE G. TARBELL.

Vice-President.
SAMUEL HOAR.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
W. W. SWAN.

Auditor.
CHARLES F. WYMAN.

Trustees.

CHARLES FRANCIS ADAMS, 2D,	. . . . .	CONCORD.
FRANCIS BARTLETT,	. . . . .	BOSTON.
FRANCIS J. BARNES,	. . . . .	CAMBRIDGE.
ELIZABETH E. COOLIDGE,	. . . . .	CAMBRIDGE.
J. S. DAMRELL,	. . . . .	BOSTON.
THOMAS W. DAVIS,	. . . . .	BELMONT.
SAMUEL HOAR,	. . . . .	CONCORD.
W. W. SWAN,	. . . . .	BROOKLINE.
GEORGE G. TARBELL,	. . . . .	BOSTON.
CHARLES E. WARE,	. . . . .	FITCHBURG.
F. G. WHEATLEY,	. . . . .	ABINGTON.
CHARLES F. WYMAN,	. . . . .	CAMBRIDGE.

State Board of Visitors, ex officio.

GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,
AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1900-1901.

Superintendent.

WALTER E. FERNALD, M.D.

Assistant Physicians.

GEO. L. WALLACE, M.D.

JOSEPH H. LADD, M.D.

Matron.

MISS AUGUSTA DAMRELL.

Book-keeper.

MISS E. W. PETERSON.

Matron of West Building.

MISS ELIZABETH H. BARNES.

Matron of Girls' Dormitory.

MISS MABEL MILLER.

Matron of Boys' Dormitory.

MISS KATE ROSS.

Matron of North Building.

MISS ISABEL ROSS.

Matron of Farm House.

MISS CLARA MCPHEE.

Matron of North-west Building.

MISS ELIZA J. MAYNE.

Clerk.

MISS MABEL C. COOK.

Stenographer.

MISS MABEL M. WEBBER.

Teachers.

MISS L. L. MOULTON.

MISS LUCY F. SANBORN.

MRS. S. E. SHAFFER.

MISS ADELLE HODGDON.

Training Teachers.

MISS RUBY MCPHEE.

MISS SARAH L. CRABTREE.

MR. GEORGE M. SMITH.

Instructors in Physical and Manual Training.

MR. F. W. KNIGHT.

MR. HARVEY WINCH.

Foreman of Farm.

MR. DAVID F. SMITH.

MEMBERS OF THE CORPORATION.

Charles Francis Adams, 2d, Concord.
Michael Anagnos, South Boston.
Nathan Appleton, Boston.
Henry Barnard, Hartford, Conn.
Francis J. Barnes, M.D., Cambridge.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Chas. P. Bowditch, Jamaica Plain.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Charles R. Codman, Boston.
Mrs. Alice de V. Clarke, Boston.
Eliot C. Clarke, Boston.
Mrs. Elizabeth E. Coolidge, Boston.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
John E. S. Damrell, Boston.
Mrs. Emily Damrell, Boston.
Thomas W. Davis, Belmont.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Dorchester.
Edw. W. Emerson, M.D., Concord.
Miss Ellen Emerson, Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. C. E. Harrington, Waltham.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Edward W. Hooper, Cambridge.
Samuel Hoar, Concord.
Mrs. Helen Hoar, Concord.
Miss Abby Hosmer, Concord.

Richard C. Humphreys, Boston.
Thomas L. Livermore, Boston.
John Lowell, Boston.
Arthur Lyman, Waltham.
Fred W. G. May, Dorchester.
John C. Milne, Fall River.
Mrs. Emily M. Morison, Boston.
Mrs. Anna M. Peabody, Boston.
Rev. Francis G. Peabody, Cambridge.
Frederick W. Peabody, Boston.
Mrs. Elizabeth B. Perkins, Boston.
Miss Laliah B. Pingree, Boston.
James J. Putnam, M.D., Boston.
Mrs. Henry Richards, Gardiner, Me.
J. Henry Robinson, M.D., Southborough.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
Fred'k C. Shattuck, M.D., Boston.
George B. Shattuck, M.D., Boston.
Benj. F. Spinney, Lynn.
Mrs. Elizabeth Stone, Waltham.
Mrs. Helen G. Swan, Brookline.
William W. Swan, Brookline.
George G. Tarbell, M.D., Boston.
C. B. Tillinghast, Boston.
Henry Tuck, M.D., New York.
Mrs. Annie P. Vinton, Boston.
Erskine Warden, Waltham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Roger Wolcott, Boston.
Mrs. Edith Prescott Wolcott, Boston.
Mrs. Kate Gannett Wells, Boston.
F. G. Wheatley, M.D., N. Abington.
Gilman Waite, Baldwinville.
Charles E. Ware, Fitchburg.
Mrs. Mary G. Ware, Lancaster.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 11, 1900.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their report for the year ending Sept. 30, 1900.

The school at the close of the year had in all 680 inmates. Of these, 37 have been supported in whole or in part by their parents and guardians, more than the average cost of maintenance and instruction being paid for a very few of them. The income of invested funds has been applied to the support of 15 inmates. There have been 35 beneficiaries of other States, on whose account the sum of \$300 per year each is contributed to our treasury, under the statute. There have been 252 inmates in the custodial department supported by cities and towns.

Two hundred and fourteen pupils in the school department have been provided for under the regular annual appropriation by the Legislature, and the Commonwealth will pay the further sum of \$21,463 for the support of 127 inmates in the custodial department. Included in these numbers are 47 large boys and men living on the Templeton estate.

The average number of inmates of all descriptions for the year has been: males, 367; females, 259; total, 626. There have been 280 applications for admission; 114 have been admitted; 38 have been discharged; 18 have died; 25 have been transferred from the school department to the custodial department; 1 has been transferred from the custodial department to the school department.

The current expenses for the year have amounted to \$105,-418.22, or \$3.22 per week for each inmate. In addition to the

regular annual appropriation of \$35,000, the last Legislature appropriated the further sum of \$50,000, for special purposes connected with the Templeton estate.

Further statistical matters or details of the above statistics appear in the report of the treasurer and the superintendent.

The proceedings at Waltham during the year just passed have been without much departure from the routine of proceedings which may be regarded as established, so far as the changing character of our inmates permits. Our make-up of any year is not quite like that of any other year, owing to the fact that we fill vacancies with urgent cases. It may be that a boy who has been under school-room instruction is followed by a full-grown man, that a little girl is followed by the mother of more than one child, or that the man and the mother are followed by children. This year there have been more than the usual number of vacancies, owing to the transfer to Templeton of nearly 50 large boys and men. The vacancies have been largely filled by school cases, and, it may be added, by school-room cases, for in many instances the trustees in classifying the inmates hold manual training to be the equivalent of book and blackboard instruction. Since at first only males will be sent to Templeton, one of the boys' wards in the west building will soon be given up to the use of girls, in order that the female sex shall share in the benefit to be derived from the expansion of the school.

The trustees have power to discharge at discretion any inmate. But even in a discharge made with much deliberation and consideration a mistake may be made. One occurred rather more than a year ago, which it will be for the good of the school and the community to make public. A young female who had been for some time an inmate of an endowed institution was duly committed to the school and placed in the custodial department, because she was found to be feeble-minded and had arrived at womanhood. The usual bill for her support was sent to her place of settlement. The town authorities protested that the town was too poor to pay, and begged that the girl be given to them to be placed in the town almshouse, which they represented as well kept and as having an excellent matron. Our superintendent visited the almshouse and became satisfied that the representations were true, and particularly that the

matron was a most excellent woman. The girl was discharged, was put in the almshouse, and is now a mother. The moral is that for such girls, even a single girl, only a trained corps of watchers will answer ; no one woman can exercise the vigilance required.

The case of a young girl who was not discharged will be of interest, as illustrative of a class of work coming before the trustees. The story is briefly told in the record of the proceedings of the April meeting of the trustees, and is here repeated, without names : —

Special mention was made by the superintendent of the case of —, an inmate from —, regularly committed by the judge of probate for — County. The town authorities of —, in accordance with a vote of the inhabitants of the town in town meeting, had asked for her discharge, and the father of the girl had given his consent. The mother of the girl, however, had written a pitiful letter, descriptive of the home of the girl and her prospective future life should she be discharged. After much discussion it was voted unanimously that the girl, —, be not discharged.

We have made a beginning at Templeton, a breaking of ground literally. On a visit there this very day one would see hard at work with shovel and pick, with crowbar and their hands, as happy a gang of laborers as could be found in the world. No one could be but pleasantly affected by the cheery appearance of the workers, without a thought of what they really are. Some are laying pipe to bring water from a reservoir of their own construction at the top of a hill to a group of the first permanent buildings on the southern exposure of the hill ; others are laying cellar walls for one of these buildings. The strength of the workers is surprising. We have generally found that our boys (we always call them boys, for the feeble-minded are always children), under proper guidance, will do each day after day rather less than half a laboring man's work. The amount of work the boys at Templeton have done this summer probably exceeds the average amount of work done in the same length of time by any equal number of laborers engaged upon a public work. All about is clean and healthy. From about the old buildings on the particular farm where they are now busy they have removed the accumulations of litter of

a hundred years, scraping down to hard gravel and rock. Eventually the saving to the Commonwealth must be large. For a while the saving must be credited to construction. Eventually we shall have a colony of farmers, living not in spacious buildings such as are found on institution grounds, but in small cottages, not differing much in character and cost from country dwellings occupied by persons of extremely moderate circumstances; and then as farmers they will more than half support themselves, if in the accounting no charge is made against them for original outlay for land and buildings. For a while, however, our colonists must mainly be employed in preparing the homes which they or their fellows are to occupy. Moreover, we are obliged to do our own work. Labor of the description required cannot be had from the neighboring villages. It is well that it is so. Otherwise there might be pressure to hurry the development of the Templeton colony, in order that room may be made for the immediate reception of large numbers of feeble-minded persons seeking admission to the school. But this scheme must be worked out as begun. The development of the estate must be an important part in the continued development of the persons who are to dwell upon it. Under our original scheme, the colony at Templeton is to be an overflow from the school at Waltham, and the overflow is to consist of persons whose training at Waltham will enable them to lead largely self-supporting lives. There is to-day at work at Templeton, among the selected boys that have been sent there, a young fellow who two years ago was admitted to the school a drivelling idiot. The arrest of deterioration, or, more, the improvement, in his case, has been wonderful. The training at Waltham is essential to the success of Templeton.

We have stated above what the inmates at Templeton might be seen doing on a visit to that place at the present time. The superintendent's report will state in detail what has already been accomplished there, and when and how. It is sufficient for the trustees to report generally that during the winter four of the old farm houses were put in durable, first-class order. New sills and new windows were put in and the chimneys rebuilt. At two of the houses, one being at the middle of the estate and the other at the northerly end, internal alterations

were made to provide in each a dining room, a sitting room, a kitchen and a pantry for the boys, as well as ample accommodations, including sleeping apartments, for employees. Several of the old barns have been put in good order. This summer near the old farm house at the middle of the estate one dormitory, sufficient in size for 25 inmates and an attendant, has been built and practically made ready except the furnishing. The cellar for a second dormitory is practically completed, and the dormitory will be ready for occupation before winter. Between the two dormitories has been erected and completed, except the furnishing, a lavatory, which the inmates of both are to use. A laundry, nearly completed, is at a distance of some thirty rods from the middle farm house and dormitories. These new buildings have low walls but big handsome roofs of uniform pitch, and are of attractive appearance. The 47 boys at the farm, with their attendants, will this winter occupy the premises thus particularly described. It is not unlikely that 20 more boys will be sent to the upper farm house before winter, since temporary sleeping accommodations for that number could be provided in the farm house itself. Next year several dormitories and a lavatory will be built in the immediate neighborhood of the upper farm house. The 47 boys went to Templeton in two detachments, the first early in May and the second in July. Since their arrival they have lived, as it were, in a camp, taking their meals in a temporary shed open on one side to the weather, and sleeping in a barn. One of the old farm houses has served for an office building. The boys now take their meals in it temporarily, and are housed at night in an old dwelling house near by. Apart from their work, and notwithstanding their work, their enjoyment has been great. In their leisure hours they have wandered over the whole of the great domain. They have a feeling of proprietorship, of which there is evidence in signs everywhere, forbidding trespassing. Near half a hundred warnings, "No berry picking allowed," serve at least to indicate the abundance of the fruit. The boys have with pride sent one thousand quarts of berries to their friends at Waltham.

The division of the school has been beneficial in giving to each of the separated parties something to think of in an outside world. The boys at Templeton are eager to hear every-

thing that happens at Waltham. Many of those at Waltham (there are some who never think) listen with intense interest to the reports of what is doing at Templeton.

The improvements at Templeton have involved an expenditure of only about one-third of the appropriation of \$50,000. The remainder of the appropriation lies in the treasury of the Commonwealth to the credit of the school, and will be ample to cover the construction expenditures of the colony for another year. An expenditure of not more than \$25,000 will, however, be necessary at Waltham for increase of the service plant; and we hereby petition the Legislature for an appropriation of that sum, to be expended, or so much of it as shall be necessary, for such purpose. The present number of inmates far exceeds the number originally contemplated. We have added to our dormitories, but have not provided the corresponding additional accommodations required in the service department.

The South Boston estate has been sold. There existed a mortgage of \$15,000 (originally \$20,000) upon this property given in security of money borrowed to build the girls' dormitory. This mortgage of \$15,000 has been assumed by the present purchasers, they paying to us a further consideration of \$18,743, of which the sum of \$5,000 was paid in cash, the remainder \$13,743 remaining on mortgage.

Since this school was placed upon a permanent foundation, fifty years ago, the preparatory school, then three years old, being merged therein, there have been 2,117 inmates. There died this year at Waltham a harmless old man who had been the schoolmate of them all.

FRANCIS J. BARNES,
FRANCIS BARTLETT,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
J. S. DAMRELL,
SAMUEL HOAR,
W. W. SWAN,
GEO. G. TARBELL,
CHARLES E. WARE,
F. G. WHEATLEY,
CHARLES F. WYMAN,

Trustees.

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WAVERLEY, Oct. 11, 1900.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1900:—

	Males.	Females.	Totals.
Number present Sept. 30, 1899,	360	262	622
Admitted during year,	84	30	114
Whole number present,	444	292	736
Discharged during year,	22	16	38
Died,	10	8	18
Number present Sept. 30, 1900,	412	268	680
Average number present,	367	259	626
School cases admitted,	35	9	44
Custodial cases admitted,	49	21	70
Private pupils now present,	23	14	37
Massachusetts school beneficiaries,	143	71	214
Cases supported by income of invested funds,	10	5	15
Custodial cases supported by State,	81	46	127
Custodial cases supported by cities and towns,	129	123	252
Beneficiaries of other New England States,	26	9	35
Applications for admission during year,	—	—	280

Of the 114 admissions, 69 were under fourteen years of age; a large proportion of these pupils were of the school grade, and are capable of improvement. Forty-five were over fourteen, and of this number 16 were females; 5 of these females had borne one or more children. Some of these cases had been on our waiting list for several years.

Of the 38 discharges, 26 were taken home by their friends for various reasons. These pupils had been under training in our school for varying periods, some of them for eight or ten years; nearly every one of them showed marked general improvement. Three were discharged by request of the over-

seers of the poor; 3 were kept at home to work for regular wages; 2 are now attending the public school; 2 ran away to their homes and were not returned; 2 were transferred to the insane hospital; and 1 was sent to friends in another State by the State Board of Insanity.

There were 18 deaths during the year. Of these, 7 resulted from tuberculosis, 4 from pneumonia, 4 from meningitis and 1 each from laryngitis, cerebral abscess and old age.

The general health of our large family has been good, as a rule; no serious epidemics have occurred. There have been weeks at a time with no case of serious illness, but in a population of over 600 defective persons, we necessarily have more or less sickness. It is believed that nearly 50 per cent. of all feeble-minded persons ultimately succumb to tuberculosis. We frequently have cases of chronic degenerative nervous disease, requiring long-continued nursing and care.

At one time during the past year we had in the hospital 1 case each of whooping-cough, measles, mumps and chicken-pox. Our well-arranged little hospital is of great service in properly caring for cases of illness, but it is too small for our present needs. It is especially important that every case of tuberculosis should be isolated from the other pupils and the attendants. To do our full duty to these children, the hospital should be enlarged so as to care for all cases of serious illness. The present hospital is now connected with the electric lighting plant, the heating system and sewerage system, and could be economically enlarged by a one-story addition, providing another open ward and several private rooms.

In general, the work of the school has been carried along on the same lines as in previous years. Every boy or girl in the school, of suitable age, receives such school instruction, and physical, manual or industrial training, as seems to be suited to his need and capacity. The classes for sense training, object teaching and practical development of very young children and the newly admitted pupils have shown very satisfactory results. We have also been gratified by the results obtained in the outdoor classes for practical training, where small boys are systematically taught to use a rake, hoe and shovel, to saw, split and pile wood, to load and wheel barrows and to do many other common things. This preliminary training greatly simplifies

and assists in the future development of the pupil in the school room proper. In the school classes for the higher-grade children we now have 129 pupils, — a larger number than ever before.

Miss Edith M. Waterman, who for three years has so satisfactorily taught the class of older boys, resigned her position at the close of the school year.

I am sorry to report the resignation of Miss Annie Wallace, who has shown such rare executive ability as matron of the west building for the past seven years. Miss Wallace leaves the service of the school to begin the study of medicine.

When the original buildings were planned here, provision was made for 400 inmates with the necessary officers and employees; since then buildings have been added for 200 inmates; the number of employees has increased in like ratio. This increase in our population has taken place without material addition to the service departments or accommodations for employees. We need additional sleeping rooms for female help. This can be provided for by adding a third story to the rear wing of the administration building.

Our laundry is now too small for the work done there. Additional room can be easily obtained by building a second story to the coal shed, adjoining the present ironing room. As the smoke stack does not furnish satisfactory draught for the increased work of the steam plant, as a matter of economy I would advise that at least twenty feet be added to the chimney.

The matron's store room is inadequate for the proper and economical storage and issuing of our stock of dry goods, clothing, boots and shoes and matron's stores; these supplies are now stored in several small rooms and closets. I recommend that the present employees' dining room be used as a store room, and that a new dining room be built adjacent to the kitchen. The dining room should be similar to the very satisfactory one at the west building.

The groceries are now stored in the basement. We need a new, large store room for this purpose, adjoining the present ice store room. This arrangement would bring the food supplies together in one place, and allow one storekeeper to receive, care for and to issue all these goods.

The current expenses for the past year have amounted to \$105,418.22, or \$3.22 per week for each inmate.

The development of our farm colony at Templeton has steadily progressed, in accordance with the plan outlined in the last annual report. Early in October a man was employed to live in one of the houses and have general care and oversight of the property. This man was kept busy through the winter teaming sand, lumber and brick, hauling firewood and storing ice for summer use. The place was thoroughly equipped with horses, carts, wagons and farming tools.

During the winter and spring four of the old farm houses were put in good repair; they were newly shingled and clapboarded, new sills and windows were put in, the old plastering was taken out where necessary and some of the chimneys were rebuilt. At two of these farm houses the ells have been remodelled to make dining and sitting rooms for the boys, and convenient kitchens and pantries have been arranged. In the rear of each of these two houses we have begun the construction of a group of two dormitory buildings. These detached dormitories are each twenty by fifty feet, one story, built of wood, wire lathed and plastered inside, with large open fireplaces. The foundations are of field stone taken from near-by stone walls. Nearly all of the lumber for these buildings was cut and sawed in the town of Templeton. Each dormitory will provide sleeping rooms for 25 boys, rooms for attendants and clothing rooms. The two groups of buildings will make comfortable provision for 100 inmates, with the necessary officers and attendants. The dormitories at the farm house group will be ready for use within a few weeks; the two at Eliot hill will probably be completed before cold weather.

The laundry building, twenty-four by fifty feet, of similar construction, is already shingled and clapboarded, and will be ready for use as soon as needed.

We have also nearly completed a small, new cottage, to be occupied by the farmer.

Four large, new wells have been dug, one at each of the above-mentioned houses. These wells have an abundance of excellent water, and will probably supply all the water we need for domestic and laundry purposes for the first 100 inmates.

At one of the farm houses temporary sheds were erected in

the rear for dining room, bath room, clothes room, etc. ; and to this camp on May 24 were transferred 29 of our best workers from the school at Waltham, in charge of Mr. and Mrs. Hedman and several attendants. A few weeks later 18 more boys were transferred. These boys have been at work all summer, excavating cellars, digging trenches, hauling stone and sand, and doing other work connected with the construction of the new buildings. It would have been very difficult to find men at Templeton to do this kind of work. They have also done some work on the farm. They have picked and shipped to the school at Waltham over one thousand boxes of berries. About four hundred bushels of potatoes and five hundred barrels of apples will be sent to Waltham this fall.

The boys have greatly enjoyed the novelty of camping out, the abundance of berries, fruit and nuts and the increased liberty made possible by the large size of our estate. Without exception, they have enjoyed the most robust health. This family of boys will move into the new dormitories before cold weather.

The enthusiasm and deep interest shown by Mr. and Mrs. Hedman have been most potent influences in thus successfully inaugurating our work at "Templeton Colony."

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

DR. MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED *in account with* RICHARD C. HUMPHREYS, *Treasurer.* CR.

October, 1899-1900.	October, 1899-1900.		
To payments during the year, viz.:—	By receipts, as follows:—		
Balance from last account,	Income from funds,	\$71 10	\$1,749 65
Rent box safety vault,	Collections at school, viz.:—	10 00	
Auditor's warrants for current expenses,	Board and tuition (including	113,600 00	
Interest,	\$15,102.43 for board of State	731 25	
Improvements at Templeton,	custodial cases),	6,956 73	\$71,889 32
South Boston land, commissions on sale,	Clothing,	400 00	778 88
Globe National Bank assessment,	Sales,	4,100 00	353 02
Balance cash,	State of Massachusetts, annual allowance,	1,457 91	
	Sale of securities,		73,021 22
	Sale of South Boston land,		35,000 00
	State of Massachusetts, for improvements at		5,599 39
	Templeton,		5,000 00
			6,956 73
		\$127,326 99	\$127,326 99

RICHARD C. HUMPHREYS, *Treasurer.*

Boston, Oct. 10, 1900.

I have examined the foregoing account, and found the same correctly cast and properly vouched, and showing a balance of cash in hands of treasurer of \$1,457.91.

CHAS. F. WYMAN, *Auditor.*

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1900.

Bedding and table linen,	\$2,580 06
Butter, 10,066 pounds,	2,065 13
Clothing and clothing material,	5,105 40
Coal,	8,329 20
Coffee, 950 pounds,	167 03
Construction, improvements and repairs,	7,465 07
Electric supplies, lamps, etc.,	197 79
Entertainments, holidays,	407 32
Express and freight,	1,052 35
Fertilizer, vines, seeds, etc.,	497 24
Fish, 12,960 pounds,	494 83
Flour and meal,	3,766 81
Fruit and berries,	537 17
Furnishings,	1,947 35
Groceries,	1,718 28
Hardware and crockery,	1,057 93
Ice,	452 55
Insurance (boilers),	65 00
Laundry supplies,	679 42
Manual training supplies,	345 67
Meat, 69,393 pounds,	5,117 96
Milk, 91,763 quarts,	4,199 38
Nursing, medicine and extra medical attendance,	755 65
Oil,	311 16
Postage,	288 65
Potatoes and other vegetables,	1,707 11
Rent of safe (treasurer),	10 00

Rice and sago,	\$489 84
School materials, books, papers,	311 49
Small wares, buttons and thread,	523 05
Stable, grain, hay, etc.,	3,842 54
Stationery, printing,	333 39
Stock,	1,075 30
Sugar, 31,897 pounds,	1,750 67
Sundries,	62 85
Superintendence and instruction,	8,891 64
Tea, 415 pounds,	141 86
Telephone rent and repairs,	251 16
Tools and agricultural implements,	542 73
Travelling expenses,	548 38
Tuning and repairing pianos,	35 00
Wages and labor,	33,525 97
Wagons, harnesses and blankets,	747 84
Water tax,	1,023 00
<hr/>	
Total,	\$105,418 22

APPENDIX A.

The classification of the school and the methods of training and instruction followed are set forth at length in portions of the superintendent's report for previous years, here reprinted:—

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farm house are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so

classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate,

reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real

education of normal children as the usual instruction received in the school-room.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the build-

ings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing-machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility wonderfully helps in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized. One Saturday afternoon last winter over three hundred children were out coasting at one time.

At least once a week during the school year some evening entertainment is provided for the children. Last year forty-four consecutive weekly entertainments were given, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These

entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the school-rooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horrors, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus, to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with

glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories, and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

APPENDIX B.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAP. 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows :

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the Treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth: *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by

the governor and council ; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors, whose duty it shall be to visit and inspect said institution as often as they see fit ; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect ; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor ; and *provided, further*, that other applicants, of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates ; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAP. 126.]

AN ACT to authorize the Appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows :

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provision of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years : *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years ; and the vacancies so arising, as well as all vacancies occurring other-

wise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next.
[Approved April 9, 1878.]

1886.

[ACTS, CHAP. 298, AS AMENDED BY ACTS 1898, CHAP. 433]

AN ACT concerning the Massachusetts School for the Feeble-minded.

Be it enacted, etc., as follows:

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of insanity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion, receive, maintain and educate except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4.* [Repealed : Resolve, chapter 66, Acts of 1898, substituted.]

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows : For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained ; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest

* See page 33.

from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of insanity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of insanity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change in the name of said school, and chapter eighty-

eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next.
[*Approved June 18, 1886.*

1898.

[RESOLVES, CHAP. 66.]

RESOLVE in favor of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid annually out of the treasury of the Commonwealth to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, the sum of thirty-five thousand dollars, to be payable in equal quarterly instalments, commencing on the first day of January in the year eighteen hundred and ninety-eight. [*Approved April 14, 1898.*

1899.

[ACTS, CHAP. 158.]

AN ACT to authorize transfers from the Lyman School for Boys and from the State Industrial School for Girls to the Hospital Cottages for Children or the Massachusetts School for the Feeble-minded.

The state board of Insanity may, on the request of the trustees of the Lyman and Industrial schools, transfer from either of said schools to the Hospital Cottages for Children or to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for treatment at either of the last-named institutions. [*Approved March 16, 1899.*

[RESOLVES, CHAP. 25.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding one thousand dollars, to be expended under the direction of the trustees of the Massachusetts

School for the Feeble-minded, for the purchase of additional land for the use of said institution; any such purchase to be subject to the approval of the governor and council. [*Approved March 24, 1899.*

1900.

[RESOLVES, CHAP. 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars to be expended under the direction of the trustees of the Massachusetts School for the Feeble-Minded, in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

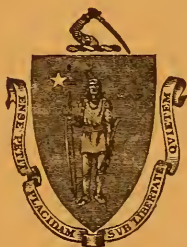
NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. A public carriage may be found at the Waverley station. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.



FIFTY-FOURTH ANNUAL REPORT
OF
THE TRUSTEES
OF THE
MASSACHUSETTS
SCHOOL FOR THE FEEBLE-MINDED
AT WALTHAM,
FOR THE
YEAR ENDING SEPTEMBER 30, 1901.



BOSTON :
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18 POST OFFICE SQUARE.
1902.



FIFTY-FOURTH ANNUAL REPORT

OF

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MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

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Commonwealth of Massachusetts.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 10, 1901.

Hon. WM. M. OLIN, *Secretary of State.*

DEAR SIR: — I have the honor to transmit to you a copy of the fifty-fourth annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,
Secretary.

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MR. HARVEY WINCH.

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MRS. BELLE HEDMAN.

Supervisor at Templeton Colony.
MR. JOHN HEDMAN.

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Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 10, 1901.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1901.

The number of feeble-minded persons of all descriptions now present at Waltham and Templeton is 702; of these, 227 are supported by the Commonwealth in the school department and 107 in the custodial department. There are in the school department 16 pupils who are supported from the income of invested funds, profits from private pupils and profits from beneficiaries of other States; there are 278 inmates supported in the custodial department by cities and towns; there are 39 private pupils supported in whole or in part by parents and guardians; and there are 35 beneficiaries of other States, paying, under the statute in such cases provided, \$300 each per year. It may be said here that, although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, and all share equally so far as may be the advantages derived from the entire income. We have received from the Commonwealth the annual appropriation of \$35,000 for the instruction and support of pupils in the school department, also \$18,110.07 for custodial cases supported by the Commonwealth. The cities and towns have paid \$45,109.54. The current expenses for the year have been \$113,676.14, or \$3.19 per week for each inmate.

In addition to regular annual appropriation for the year, an appropriation of \$25,000 was granted at the last session of the

Legislature for extensions of the hospital and laundry and increase of service plant at Waltham. None of this money has yet been drawn, although contracts have been made for the hospital and laundry additions within the appropriations, or for less than \$6,000 each, and work has commenced. The other projected improvements have been suspended to await the result of a petition to be made to the Legislature at the coming session for an appropriation and authority to purchase more land and erect additional buildings at Waltham.

Of the appropriation of \$50,000 voted in 1900 to be expended at Templeton, we reported last year that but one-third had been used; this year we have spent rather less than an additional third. So much of the appropriation as remains unspent, \$23,292.91, will be sufficient to cover construction expenses at Templeton colony for the year now entered upon; but under the statute a considerable portion of this unexpended balance must be reappropriated.

A classification of our inmates according to age is as follows:—

	Males.	Females.	Totals.
Under 5,	5	1	6
From 5 to 10,	47	23	70
From 10 to 15,	125	65	190
From 15 to 20,	112	75	187
From 20 to 30,	101	78	179
From 30 to 40,	23	27	50
Over 40,	9	11	20
Totals,	422	280	702

Of the routine work at Waltham it is not necessary to speak, further than to say that it has continued to be highly satisfactory. One day at Waltham is very like any other day. There is nothing to add to the excellent story of the institution life told in the report of the superintendent for 1892, which is reprinted from year to year as an appendix to these

reports. We also reprint this year, as an appendix, an instructive paper by Dr. Fernald, read before the National Conference of Charities and Convention in 1893, on the history of the treatment of the feeble-minded. And this is a fitting place to remark that the trustees at the beginning of the current year directed and insisted that Dr. Fernald should take a vacation of a few weeks, for the benefit of his health and for the good of the school. This he did, being absent about two months, in that time visiting schools of the general character of our own, in England, Scotland and on the continent. He needed no further credentials for most cordial reception everywhere when it was learned that he was the author of the paper just mentioned. The most interesting fact observed by Dr. Fernald while away, and reported to the trustees, was the economy with which indigent persons of the grade of those in this school are cared for abroad. Great plants such as are generally provided in this country for heat and light were everywhere absent. He was convinced that our simple cottage system introduced at Templeton is proper and sufficient.

The health of the inmates at Waltham has been unprecedentedly good; and at the colony the physician's bill for attendance upon 47 boys for eighteen months has been \$1, and this was for a surgical operation, sewing up a torn-open thumb, — a trivial matter, it would seem, to report, but it speaks volumes in support of the farm life at Templeton.

The experiment at Templeton, if it may still be so termed, continues satisfactory, although progress there is slower than we at first expected. But the problem is different from the ordinary one of planning and erecting buildings for a large institution, such as we had before us when moving to Waltham. We are founding a true colony, with the intention that it shall eventually be much larger than the parent institution; and with the belief that great numbers of the feeble-minded, after receiving the advantages of the training at the parent institution, can be most economically supported on a farm, where they may be housed in cottages not very much more expensive than buildings in the country occupied by persons of the social grade of our inmates. At the annual meeting a year ago we reported that a double cottage with two large sleeping rooms and a common lavatory between them had been finished, and that 47 big

boys who had been camping at Templeton since the preceding May were moving in. Kitchen and dining room had been provided in an old farm house. At this meeting we are just so far along with a second double cottage and old farm house, and 50 more boys are moving in.

The chief event of the year has been the death of Dr. George G. Tarbell, our president, than whom no man has had more at heart the good of the school, no man has done more to promote the success of the school, no man has been more a help to the feeble-minded of this Commonwealth. Our sense of loss, as entered upon the records of the school at the next meeting of the trustees after his death, was published in the Boston newspapers at the time, and will appear as an appendix when this report is printed. As a further tribute to his memory, we take occasion to insert in the body of this report some account of the growth of the institution during Dr. Tarbell's connection with it, which, with the exception of a few months, had been continuous for twenty-three years.

Dr. Tarbell was appointed assistant superintendent in January, 1878. The office of superintendent, then held by a trustee, was merely honorary; nor was the assistant superintendent resident at the school, being expected to give to it but a small part of his time each day. There were about 80 inmates, most of them of high grade for feeble-minded persons. After an existence of thirty years the entire school had come to correspond to what is now our school department. It had come to be the scheme of the school that the pupils should remain under instruction a few years and then be returned to their homes. Only those who were thought to be improvable by school-room tuition were admitted, and pupils were discharged when found unfit for it, or when they ceased to improve. The institution had come to be no place for the low type of idiot with which the experimental school had its beginning. It had come to be, as it were, a part of the common school system of the Commonwealth, conducted by a corporation mostly at the expense of the Commonwealth.

At the close of his first school year Dr. Tarbell, in his report to the trustees, dwelt upon the large number of pupils discharged because unimprovable, or unsuitable, and the large

number of applicants turned away for the same reason, and represented the need of an asylum or home for such cases as urgent. He was sure that, if the members of the Legislature could hear the pathetic appeals made to him for the reinstatement of children discharged because unimprovable, an asylum would be speedily established. He spoke of the economy with which the affairs of the school had been administered during the year, and of the amount of time he had spent in learning the peculiar deficiencies of the pupils already in the school and investigating the cases of the numerous applicants for admission. The economy in his administration of the school was conspicuous, and his example has been followed from that day. Indeed, such of the trustees as have been long associated with Dr. Tarbell bear witness to his ever-evincing desire that the business affairs of the school should be well managed. This seemed to be with him almost a personal matter and that we have never overrun our appropriations has been largely owing to him.

The allusion in his first report to his study of the deficiencies of the children in the school brings the recollection that he continued to do this for the remainder of his life. For many years his circumstances were such that he could give much personal labor to this charity, and it came about that he knew hundreds of the inmates by name. He learned their peculiarities, and went among them ministering to them. They knew him; and when he died large numbers mourned for him. It is one thing to take interest in a collective and impersonal charity; another thing to do charitable work in contact with the recipient, especially if the recipient be more than ill-favored in appearance. It is one thing to legislate, or suggest legislation, for Charley; it is another thing to put your hand on the grinning idiot's head, and say, "How do you do to-day, Charley; what can I do for you to-day?"

Dr. Tarbell resigned the office of superintendent at the close of the year 1883, having held the office six years. During this time the character of the school became quite different from what he found it, or at least of considerably wider scope. The custodial branch had been organized, and the need of protection for grown feeble-minded females had been recognized. Resort had been had to methods of training that had nothing

to do with the school-room. But when Dr. Tarbell suggested the home or asylum, in 1878, the trustees in their report for that year merely said:—

The assistant superintendent speaks in his report of the good that may be done by providing for the care of many children who cannot be admitted or retained in the school. There can be no question that an asylum department may be added to our institution, if the means of maintaining it are provided, and that such a department will prove a beneficial charity.

At the end of his second year (1879) Dr. Tarbell urged upon the trustees consideration of the question of removal of the institution to a more suitable location. He said that farm work “developed the slumbering faculties of the boys more rapidly than any other method of education, and rendered them more nearly self-supporting than any other occupation.” But the trustees still clung to the feature of book learning and school-room discipline. And now it was upon the score of economy. How to do the most good at the least cost, how to make the appropriation of the State go farthest in direction of relief and improvement, was their study, they said, and this could be done by dealing with high-grade rather than “acute” cases. Yet they represented in their report for that year (1879) that even to keep these high-grade cases in decency and comfort, removing them from the scenes of domestic life, where they must cause at all times anxiety and painful solicitude, and sometimes be subject to the jest of the thoughtless or the jeer of the cruel, would constitute in itself a noble charity. They did not as a body recognize the greater benefit that would be conferred upon communities by removing the worst cases of idiocy from their midst. More than this, several of the trustees of that day had been upon the Board long enough to have been associated with Dr. Howe in the conduct of the school; and he had ever taught, both in these annual reports and in other published papers, that communities and families must suffer the actual presence of this affliction, and make the best of it. This school should help them to make the best of it.

At the end of his third year (1880) Dr. Tarbell again urged the necessity of providing work outside of the school-room for both boys and girls. He had opened a sewing room for the

girls; he had found work for some of the boys in bottoming chairs and making mattresses; they had done much digging and grading about a new building which had been erected upon the little estate, and had planted and cultivated a garden of not more than forty square rods. He would in no way detract from the value of school training and discipline, he said, but still he urged the fact that after a certain but varying age the greatest development for the girls was to be had in work in the sewing room, in the laundry and in ordinary household duties, and for the boys in the rougher parts of farm work. He believed that twenty per cent. of the boys, under proper supervision, could do work enough upon a farm to pay for their keeping. And now the trustees listened. They said, in *their* report for the year (1880): —

This matter of occupation is a very important one, not to be estimated by the amount of work done, but far more as an agent for stimulating sluggish minds to increased activity. It is interesting to see how eagerly the boys engage in out-of-door work, when any is provided. It suggests a change which has been often urged by our predecessors, viz., that at the earliest practical moment we remove from our narrow city quarters to a country farm. Many of the boys could be more advantageously employed on a farm than in a shop. They could do more for their own maintenance. But what is of vastly greater importance, the out-of-door work, the larger playground, the freer air, would do more to awaken the dull faculties than can be done in the school-room, and in our present confined limits. . . . We commend this matter earnestly to the attention of the Legislature.

And so it came about that just twenty years ago a farm was purchased, to be conducted as a part of the institution. It lay some twenty miles away from South Boston, in Medfield and Dover, and was subsequently known as the Howe farm. And so, also, this same year (1881) a ward was opened at South Boston for the care of unimprovables. A large amount of study was given this year by Dr. Tarbell to the general subject of idiocy. In his report he said he had been much interested in arranging and analyzing the statistics concerning the children under his charge; the investigation had been confined to the 120 cases in the school during the second quarter of the year, and to the histories of their families as gained from

statements given in answer to printed questions, after revision in the light of his personal knowledge of them, and supplemented by information obtained from the matron and attendants. What he said this year (1881) that may have had bearing upon the future growth of the school was, that there was a demand that more provision should be made for unimprovables, and that the best method of answering that demand was a question that would soon require attention. He stated that in two cases which he was obliged to discharge at the end of the preceding term the town authorities felt aggrieved at his action, and very naturally could not understand why, since they contributed their share to the appropriations of the State, they could not have their idiots retained in the school; "adding," he said, "the further forcible argument that the town almshouse was a most unsuitable place for such a child."

The trustees now said (1881):—

That the school will be moved to the farm at no distant day, or that in the immediate future there will be established somewhere in the State one or more farm schools for several hundred of the defective children of the State, is highly probable." . . .

That an estate in the country will make the best home for unimprovables is too obvious for argument. . . .

Fortunately, too, an out-of-door life is advantageous, in point of health, for most of these children. Even the girls profit by it in bodily health; and those of them who have sufficient capacity to be taught sewing and housework may with advantage be taught to raise flowers, be employed in the dairy, and even in raising vegetables and cereals.

The school was now conducted very much in accordance with the plans that had been suggested by Dr. Tarbell, and in the reports made by him during the remaining two years we find no more suggestions, but merely modest accounts of the success attending his labors, and some of the results of his study of the general subject of idiocy. But it will be interesting to read a little further from the reports of the trustees at this time, not only to see how fully they were following the doctor's recommendations, how the nature of the school was undergoing change, but to see the prognostications made of the present condition and operation of the school.

Thus in 1882 the trustees said : —

The farm has proved an easy solution of some difficulties. There was a pressure upon the limited accommodations at South Boston, and this has been relieved. There was a serious risk from the presence of so many older boys in a mixed family of such a nature, and this has been averted. The removal of the boys to the farm has freed us from all anxiety on both these points, and thus the whole school has profited by the creation of the new department. Other difficulties may be solved by the same means. One of these is the care of the older girls. To keep them much longer in school-rooms is as unwise as it is impracticable, and yet to send them out without further training into an unprotected life may be to undo all that has been done for them. If they can be retained, and at the same time employed in such a way as to be at least partly self-supporting, their lives will be the brighter and our responsibilities will be more fully discharged. Suppose them transferred to the Howe farm, to a cottage far enough off from the existing house to keep them apart from the boys, and there trained in such household and farm labor as they are fit for. Is it too much to hope that they or some of them might thus be prepared for not unacceptable service in families, where they would find protection as well as employment hereafter?

Many of our pupils can never be trained to support themselves, or even to be welcome members of ordinary families. They need an asylum, in which they may perhaps do some rude work, and where the good habits they have acquired may be preserved. Two cottages, one for boys growing into manhood and the other for girls growing into womanhood, might be built upon the farm, as shelters for those whom it is wiser to retain than to send to their homes or to the almshouse, to which many of them would soon be doomed.

Dr. Tarbell, in his last report as superintendent, after reviewing the work of the six years, said : —

Does not the brief retrospect show you that, even if the trustees adhere to their traditional conservatism, the school must grow?

It should grow, not only in the quantity but in the quality of its work; for, notwithstanding our present well-organized and prosperous condition, improvements can be made in many directions. You will certainly soon be called upon to take care of a larger number. This implies the erection of new buildings as its first step. Your superintendent should be the one to plan your buildings, so that they will be well adapted to the needs of the pupils. To do it well, he should have experience in their peculiar needs. The wrong man at such a time

would entail upon the school the curse so often felt in institutions, — of expensive and poorly arranged buildings, ill adapted to their purposes, and which can never be comfortably or economically administered.

Dr. Tarbell continued in office for about three months after thus tendering his resignation. But his interest in the school did not cease. His successor, in the annual report the following year, refers with gratitude to his readiness and willingness to render advice and assistance on all occasions. At the annual meeting of the corporation, in October, 1884, Dr. Tarbell was elected one of the trustees on the part of the corporation. From that time his personality no longer appears in our records; but the trustees who were his associates, whether for a longer or a shorter period, fondly recollect an almost controlling yet unobtrusive influence exerted by him.

We continue our account of past events with the belief that, with the history of the school for the last twenty-five years before them, our readers will the more readily understand future aims or wants suggested.

The agitation of the question of the enlargement of the school to include unimprovables as well as improvables resulted in the passage by the Legislature of an act (1883) establishing a department for feeble-minded persons who have passed the school age. The act, however, went further, and worked a radical change in the character of the institution, in that it took away its unique position of a private charitable corporation, enjoying the greatest freedom of action, but in truth depending for existence upon liberal appropriations by the Legislature. The only condition of the annual grants had been that a certain number of pupils designated by the Governor should be received and educated. For several years the number had been 55. The grant was now withheld, but in lieu thereof the institution was put upon the same footing in regard to its sources of income, outside of small invested funds, as the State insane hospitals.

The act of 1883 was regarded as hostile to the educational feature of the system. Probably it was construed too strictly, since the trustees were still permitted to receive and educate at the charge of the Commonwealth 55 special pupils, — the

same number that had been the condition of the annual grant. But who of the 144 pupils then in the school should be taken as the 55? The act directed that the support of all inmates who had no property or kindred able to support them should be at the charge of the city or town in which they had a settlement. Accordingly, the trustees felt it their duty to make collections from cities and towns so far as was possible; and this led to the withdrawal of many deserving country children from the school, since their parents would be published in the annual reports of the towns as paupers, or persons who had received town aid. This was a hardship, and recourse was had to the Legislature for a remedy. The trustees represented that it was a requirement of the Commonwealth that every boy and girl within it should attend some sort of a school during a portion of the year at the expense of cities, of towns, of school districts or of parents; that every child within the Commonwealth was entitled of natural right to some sort of an education; that it would be a hardship to compel the towns to open special schools for the few feeble-minded children living within their respective limits, and an impossibility for parents to provide private instruction.

The Legislature listened with favorable ear, and in 1886 an act was passed which restored or established the school department, and put the institution on its present financial footing. The Commonwealth now pays for the maintenance and instruction or training of the pupils in the school department, except the private pupils, a few special pupils and beneficiaries from other States. The Commonwealth also pays for the indigent children in the custodial department who have no settlement. All others are paid for by the cities and towns in which they have a settlement.

Since 1886 the school department has been conducted very much as it was just prior to the legislation of 1883 and 1886, and has been regarded as the highest department of the school, especially by the inmates, or by such of the inmates as have intellect enough to consider the subject at all. In many instances, however, manual training soon takes the place of the ordinary school room instruction. There are now about 125 children studying books.

The custodial department has grown from 57 inmates in 1886

to 381 to-day. Included in the custodial department have been a large number of boys and men of seventeen and eighteen years of age and upwards, some of whom originally entered the school as pupils and some as very young "unimprovable" cases. But the most striking change in our school has resulted from the admission of young women of feeble intellect, and the retention in the school of large girls who have once been pupils in the school department proper. We began to take special charge of these cases in the year 1883. There were then less than 20 of them upon our records; there are now 200, — that is, of 280 females, 200 are of child-bearing age. In 1886 we had grown to the full capacity of the buildings and land at South Boston, and had about 20 boys at the Howe farm. The pressure for the admission of new cases, more especially in the custodial department, when once we had begun to take such cases, including large girls, was so great that it became necessary to move from South Boston. Then after much consideration it was decided that the Howe farm for various reasons would not fill the wants of an institution of some 500 inmates, to which number we felt we must speedily grow. The result was that we moved to our present location at Waltham, beginning to make the movement in 1889. The appropriation for the land (\$20,000) was voted in 1887. The first appropriation for the buildings (\$200,000) was voted in 1888. First we bought another adjacent farm and moved to it the boys from the Howe farm. Our big boys were pioneers at Waltham, just as they have since been at Templeton, and here did much valuable work of the same character that they are now doing at Templeton. Then we built a large asylum building, complete in itself, and moved to it (1890) about 160 cases, 20 of them feeble-minded women. Next we built the administration building, a dormitory for boys and men, a dormitory for girls, a school building and a laundry. We built another dormitory for boys and men and another for feeble-minded women. All these buildings are "well adapted to the needs of the pupils." They were planned for the most part by our present accomplished and experienced superintendent, who came to us in 1887, when we were first contemplating the move to Waltham. In 1896 we saw that our land in Waltham was not sufficient in extent to afford farm work to the ever-increasing numbers of

large boys and men ; and after much thought we came to the conclusion that an enlargement of the institution, by establishing an overflow colony at a distance, where land would be cheap and work would be plenty, would be the wisest course. We were most successful in finding land at a reasonable price for such colony, and our success in this direction is assured.

The principal department of the Massachusetts School for the Feeble-minded is now the custodial department, and the protection of feeble-minded women is its most important office. Idiocy cannot be cured. A mind defective at birth, no matter how much it may be developed in any direction, can never be made sound. Inherited defects in mind and body will remain in great degree. The greatest safeguard of the State against idiocy is the prevention of the procreation of children by idiotic and feeble-minded parents.

This is now universally recognized among philanthropists. Investigation, recently made by Dr. Butler, the secretary of the Indiana State Board of Charities, very much in line with investigations made by Dr. Tarbell in our institution twenty years ago, but more extended, developed the fact that in a group of 241 families, in which there were two or more generations, there were 970 persons who were blood relations. Of the 241 families, 221 had two generations of feeble-mindedness, 16 had three generations, 3 families had four generations and 1 had five generations. His conclusion was that the State should retain control of these grown-up children for life.

“Never,” says Dr. Butler, in a paper read before the National Association for the Advancement of Science, at Denver, in August last, “did we appreciate so strongly as we do to-day the untold misery and accumulating expense caused by the lack of control of our feeble-minded population. Their fecundity and animal instincts make them fit subjects for consideration, both on financial and moral grounds, to say nothing of the dangers that beset those of strong minds who have weak bodies. Its solution lies in an intelligent and general knowledge of the subject by the public, preventative measures by legal marriage restrictions and other means, the education of feeble-minded children and the custodial care of feeble-minded women.”

Again, Dr. Butler says: “While it is easily possible for parents of normal faculties, through dissipation, vice or dis-

ease, to produce feeble-minded offspring, there seems to be no method by which the tendency can be reversed, and the degeneration thus easily accomplished, displaced by regeneration and restoration in succeeding generations. Usually, and in a large number of cases, feeble-minded children are the offspring of feeble-minded parents. It is equally true that in a majority of cases the children of feeble-minded parents are feeble-minded."

Dr. Jarvis, the lieutenant of Dr. Howe in founding this school, wrote in 1849: "Humanity requires that the succession of idiots should be arrested. Yet many weak-minded persons and some simpletons marry, and leave another generation more weak or simple than themselves."

What, then, shall be done with the feeble-minded females whom of necessity this Commonwealth must support and protect, or who under the present law must become a charge upon the cities and towns? It is our belief that it is for the best interest of all concerned that they shall be intrusted to our care. The almshouse is not a fit place for them. If protection is to be afforded, we can do the work with economy, since we make them extremely useful in caring for little children, besides doing the laundry work and a large amount of ordinary household work. Experience has told us that it would be hard to find a substitute for the excellent service of these women as helpers to the attendants. They may not bear children, but they care for children with the tenderness and affection that normal little maidens bestow upon their dolls. Thus they may do the best of woman's work.

Up to a recent period it has been a hope, and perhaps a general opinion, that many of our feeble-minded females would be sent to Templeton. We have seen that twenty years ago the trustees contemplated opening a cottage for the older girls on the Howe farm, and in like manner some persons have supposed that as matter of course we should soon begin to erect cottages for our women at Templeton, just such as we have built and are building for our big boys, and that our overflow women would find plenty of suitable out-of-door employment. When in these reports we urged the purchase of land for the colony experiment, we drew pictures of rustic scenes, in which these big girls were at work in flower and kitchen gardens, in

the dairy, among bee-hives, etc. But reflection tells us that it would never be safe to bring them into the neighborhood of our boys, who are wandering freely over the whole estate. We should thus promote the evil which we wish to restrain, to say nothing of the effect upon the surrounding communities of a large invasion of women of this description. The passive weakness of the women is not the whole curse. Dr. Jarvis wrote in 1849: "The most lamentable and certain, though less frequent, cause of congenital idiocy, is the lasciviousness of some female idiots, whose illegitimate offspring are almost always like themselves, — idiotic and lustful."

Doubtless the time will come when we may care for women in colonies, but that will be a time when we can build higher fences than we have found necessary to provide at Waltham, or we must employ proportionally more attendants than we have found need for at Waltham. For a long time yet it will be difficult to get suitable attendants for service at Templeton, and probably wherever the feeble-minded women are located, they must be housed in buildings of a much more substantial character than those occupied by the boys. Only the cottage system is suitable at Templeton. The ordinary institution system, with large buildings, must serve for Waltham.

The feeble-minded women's department fills out our institution and makes it as nearly as may be complete. We properly maintain our school department at Waltham. At Templeton we have our big boys. At Waltham, again, we have our very young people, and many boys in training who from time to time as they grow up will be sent to Templeton; and we have at Waltham our forever weak and helpless inmates, young and old.

If we assume the custody of more of these unfortunate girls and women, we can readily take charge of large additional numbers of young children of both sexes. This we may do if an addition of some twenty or more acres of land is made to grounds at Waltham and a few more buildings erected; but no substantial increase of our numbers in any class can be made at Waltham without increase of territory there.

The laundry, as it is soon to be enlarged under an appropriation of last year, will be of sufficient working capacity to fill the wants of 1,000 inmates. The hospital can from time to

time be enlarged as needed without loss of old plant. We should need new kitchen and storage facilities, and largely increased accommodations for attendants. As stated above, we have undertaken extension in this direction already, and work in relation thereto has been suspended until it shall be determined whether the Waltham part of the school shall be substantially enlarged.

The question arises, similar to one which arose twenty years ago, when the big boys were moved from South Boston to the Howe farm, whether it will not be advisable to adopt the policy of eventually abandoning Waltham altogether, and removing the entire school to Templeton, and perhaps establishing additional colonies from Templeton as headquarters. To us, however, it seems that we can never withdraw our school department, nor our young children while they remain young, from the immediate neighborhood of Boston or from the thickly settled portion of the State. The parents and guardians must have the opportunity, without too great expense, to visit our inmates of these descriptions. This was the belief of the trustees ten years ago, when the school was removed to Waltham, instead of to the Howe farm at Medfield and Dover.

We therefore shall petition the Legislature the coming winter for an appropriation and authority to purchase additional land at Waltham for the purpose of the school, as near as may be to our present location. We think it would be well to make provision for 1,000 inmates in all at Waltham. We have now accommodations for about 650. The amount of the appropriation to be asked for is not yet determined.

CHARLES FRANCIS ADAMS, 2d,
FRANCIS J. BARNES,
FRANCIS BARTLETT,
ELIZABETH E. COOLIDGE,
JOHN S. DAMRELL,
THOMAS W. DAVIS,
SAMUEL HOAR,
WILLIAM W. SWAN,
CHARLES E. WARE,
FRANK G. WHEATLEY,
CHARLES F. WYMAN,

Trustees.

At the regular quarterly meeting of the trustees, held Jan. 10, 1901, it was —

Voted, That the statement read by the vice-president be accepted and entered upon the permanent records of the school, viz.: —

George Grosvenor Tarbell, M.D., of Boston, died on Friday, Dec. 28, 1900, in his sixtieth year, and on the last afternoon of the nineteenth century was buried with his fathers in his native town of Lincoln.

From 1878 to 1883 he was the assistant superintendent of this school, — since 1884 constantly a trustee, and for the last year its president. His identity with the school was complete; there was no scheme for its development, no new plan of administration, no change in its method of education or control, but bore his impress. He had a capacity for detail, coupled with a wise breadth of view. His efforts here were crowned with remarkable success. They were always productive of results. To his habit of accomplishing his object we largely owe the right to boast that we have never exceeded our appropriations. His untiring, incessant watchfulness and devotion to duty made him a model servant of the Commonwealth. His earnest, modest, affectionate, helpful life among us enriched our association with him, and, having ended, has left us poor indeed. We now appreciate how much we all leaned upon him.

He had a genius for helpful friendship, and out of the good treasure of his heart he constantly brought forth that which is good. The public service and the charitable effort of most of us is attended in some degree by fame or at least by appreciation; but this man chose to devote the best energies of his life to those afflicted ones who could little estimate their value, and could never reciprocate even in gratitude. He did unto those what he knew it was impossible that they should ever do for him.

We, his associates, enter on our records this statement, speaking for the Commonwealth, and for ourselves, and for the unfortunates in our charge.

“Inasmuch as ye have done it unto one of the least of these, ye have done it unto Me.”

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WAVERLEY, Oct. 10, 1901.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1901:—

	Males.	Females.	Totals.
Number present Sept. 30, 1900,	412	268	680
Admitted during year,	52	32	84
Whole number present,	464	300	764
Discharged during year,	32	14	46
Died during year,	10	6	16
Number present Sept. 30, 1901,	422	280	702
Average number present,	413	271	684
School cases admitted,	21	17	38
Custodial cases admitted,	31	15	46
Private pupils now present,	24	15	39
Massachusetts school beneficiaries,	148	79	227
Cases supported by income of invested funds,	10	6	16
Custodial cases supported by State,	63	44	107
Custodial cases supported by cities and towns,	152	126	278
Beneficiaries of other New England States,	25	10	35
Applications for admission during year,	—	—	256

Of the 84 admissions, 20 males and 14 females were over fourteen years of age; 12 were transferred to the school from the State Hospital at Tewksbury, 4 from the Girl's Industrial School and two each from the Lyman School and the Taunton and Worcester hospitals for the insane.

Of the 46 discharges, 32 were kept at home by their friends; 5 ran away to their homes and were not returned; 4 were com-

mitted to the insane hospitals; 2 were discharged as not feeble-minded, but incorrigible; 2 were kept at home to work for regular wages; and 1 was discharged by request of overseer of the poor.

There were 16 deaths during the year. Of these, 6 resulted from tuberculosis, 3 from meningitis, 2 from organic brain disease, and 1 each from capillary bronchitis, epilepsy, influenza, septic endocarditis and valvular heart disease.

Our large family has enjoyed unusually good health. We have had no cases of contagious or infectious diseases, except one case of typhoid fever, which developed within a few days of admission.

The current expenses for the past year have amounted to \$113,676.14, or \$3.19 per week for each inmate.

The work of the school has been carried on uninterruptedly on the general lines described in detail in former reports. We have been fortunate in having few changes in our efficient and faithful staff of officers and teachers. It gives me great pleasure to testify to the cheerful and willing spirit in which the difficult and trying work of the school has been performed.

The Legislature at the last session granted a special appropriation of \$25,000 for making additions to the present hospital, laundry and store rooms, and for a dining room and sleeping rooms for employees, as requested by the trustees in the last annual report.

Contracts have been let for the enlargement of the hospital, laundry and smoke stack, and these buildings are now under construction. The contract price for the hospital was \$5,419, and for the laundry and smoke stack \$5,682. To these sums should be added the cost of the rough stone foundation at \$3 per perch, and the cost of the steam piping, which will be put in by our own mechanics. The total cost is well within the estimate.

In view of the insistent pressure for the admission of pupils and the urgent demand from State officials for additional accommodations for all classes of the feeble-minded, the trustees decided to defer until next year the alterations and additions to the administration building for store rooms, dining room and sleeping rooms for employees.

The extension of the service plant provided for in this year's

special appropriation barely provides for the comfortable housing of our present staff. Indeed, we now feel that we greatly need a detached building to provide suitable sleeping and recreation rooms for those of our hard-worked attendants who still have sleeping rooms opening out of and practically a part of the large, noisy wards. This building would correspond to the "nurses' homes" of the hospitals. If we are to add to the number of inmates here at Waltham, the administrative plant must be correspondingly enlarged.

In order to care for 1,000 inmates, 400 more than our present number, we would have to build four or more dormitory buildings, on the general plan of the present north building or northwest building. Additional school and training rooms would have to be provided, either by enlargement of present school building or by building a new school house. Our plan for providing for present domestic needs in the way of more store rooms, dining rooms, sleeping rooms, etc., could be expanded proportionally on the basis of 1,000 inmates.

The necessary enlargement of the heating and electric lighting plants would be entirely practicable. The water supply would probably have to be increased by putting in a larger supply pipe from the city service.

If a new detached house was built for the superintendent, the rooms in the administration building now occupied by him could be used by teachers and other officers. The present six large dormitory buildings are practically complete in themselves, and would not be changed in any way. The laundry, when present additions are completed, will handle the laundry work for 1,000 inmates with the corresponding number of employees. New cottage hospital blocks could be added as needed, without change to present hospital.

The institution at Waltham, as it now stands, cost a little over \$600 per inmate. The capacity of the school could be increased to 1,000 inmates at about the same aggregate per capita cost.

There is no question as to the emphatic public demand for much greater provision for the care of the feeble-minded in this State. If such provision is not made here at Waltham, a new school should be established elsewhere.

During the past year there have been 256 applications for admission. This number would be much larger if it were not

generally known by physicians and at the hospitals and dispensaries that the school was already overcrowded. During the past ten years we have had 2,219 applications, and have admitted only 914. At least 80 per cent. of these applicants live in the metropolitan district.

We feel that at our Templeton colony we have a practical and economical solution of the problem of housing and caring for the class of adult, able-bodied male feeble-minded persons. In the fifty-second annual report we said: "It should be understood that the simple buildings and the simple conditions of living proposed are applicable only to this adult, able-bodied class of the feeble-minded. For our young school pupils or our helpless custodial cases we could not suitably provide at less expense than we have done here at Waltham."

We have had a very satisfactory year at our farm colony at Templeton. The first group of 50 boys and the employees who live with them and care for them moved from their temporary camp into the renovated farm house and the adjoining new dormitories at the beginning of the new year. These buildings as arranged provide most comfortable and homelike accommodations, and have proved entirely satisfactory in winter and in summer. The boys were kept busy during the winter cutting and teaming firewood, storing ice and hauling lumber, stone, sand, etc., for future building operations. Since spring opened they have been very busy grading, excavating basements, water trenches, sewers, etc. The construction work done by these boys, if done by hired workmen, would have cost us a sum equal to the entire cost of their maintenance for the year. The boys have enjoyed the most robust health, and have been thoroughly happy and contented; indeed, there has been a noticeable improvement in the mental condition of our "colonists;" nearly every boy has become appreciably more intelligent, capable and self-reliant.

The third group of buildings, located near the centre of the estate, to consist, like the other two, of one of the original farm houses with near-by new dormitories, toilet rooms, etc., to accommodate 50 inmates, is now under construction, and will be roofed in before winter and ready for occupancy early in the coming summer. The lumber, brick, etc., for these buildings have been paid for and delivered on the ground. The new steam laundry for the colony is in successful operation.

The buildings now completed and the other improvements have been constructed at an expense well within our approximate estimates. The appropriation of 1898 for building, etc., for the colony was \$50,000; we have expended to date \$26,707.09, leaving a balance of \$23,292.91. This sum will be sufficient to complete the sewerage plants for the three groups of buildings, to put in a permanent water supply, to build a house for the superintendent, — in fact, to do all the work contemplated in the original plan and estimate. We cannot economically complete all of this work during the present year. The unexpended balance of the appropriation will lapse unless reappropriated by the Legislature.

I cannot close this report without expression of my deep sense of personal loss in the death of Dr. Tarbell, our honored and beloved president. I cannot express in words my heartfelt appreciation and gratitude for the judicious advice, the friendly criticism and the many kindnesses which I have received from him. For nearly fourteen years I was in almost daily consultation and association with him concerning the management of the school. Scarcely a step was taken without consulting him, and to him the school is indebted for its most distinctive and successful features. I know, as none else can know, how freely he gave of his time and thought and strength, often at great personal sacrifice, to the study of the problems connected with the selection of the land at Waltham, the arrangement and plan of the new buildings, the reorganization and routine work of the school, and the selection of the site for the colony, and its development. For him no detail was too small, no difficulty too great. His interest and enthusiasm for the welfare of the school never flagged. He was keenly interested in the personal welfare and happiness of the children. He never willingly missed attending the holiday festivals of the children. He knew many of them by name, and they all knew him and loved him. In losing him, the feeble-minded of this State have lost their best friend.

Respectfully submitted,

WALTER E. FERNALD,

Superintendent.

Dr.	MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED in account with RICHARD C. HUMPHREYS, Treasurer.	Cr.
October, 1900-1901.	October, 1900-1901.	
To payments during the year, viz.: —	By receipts, as follows: —	
Rent box safety vault,	Balance from last account,	\$4,457 91
Auditor's warrants for current expenses,	Income from funds,	2,190 64
Improvements at Templeton,	Collections at school, viz.: —	
Investment, 6 Illinois Central Bonds, at 104 $\frac{1}{2}$	Board and tuition (including	
and interest,	\$18,110.07 for board of State	
	custodial cases),	\$79,455 81
	Clothing,	1,008 87
	Sales,	576 74
	State of Massachusetts, annual allowance,	81,041 42
	Securities paid by liquidation,	35,000 00
	State of Massachusetts, for improvement at	36 00
	Templeton,	13,592 97
	Legacy under will of Rebecca A. Goddard,	1,000 00
	Balance due treasurer,	2,801 33
		<u>\$137,120 27</u>

Boston, Oct. 8, 1901.

I have examined the foregoing account, and found the same correctly cast and properly vouched, and showing a balance due the treasurer of \$2,801.33.

CHAS. F. WYMAN, Auditor.

RICHARD C. HUMPHREYS, Treasurer.

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1901.

Bed and table linen,	\$3,033 48
Butter, 12,983 pounds,	2,149 70
Clothing and clothing material,	6,799 41
Coal,	5,665 67
Coffee, 875 pounds,	155 19
Construction, improvements and repairs,	7,434 17
Electric supplies, lamp, etc.,	204 33
Entertainments, holidays,	725 52
Express and freight,	1,477 39
Fertilizer, vines, seeds, etc.,	1,622 67
Fish, 13,599 pounds,	555 22
Flour and meal,	4,197 58
Fruit and berries,	594 59
Furnishings,	1,713 04
Groceries,	1,775 05
Hardware and crockery,	1,189 69
Ice,	402 10
Insurance (boilers),	65 00
Laundry supplies,	1,227 35
Manual training supplies,	288 00
Meat, 76,713 pounds,	6,135 02
Milk, 126,579 quarts,	5,945 24
Nursing, medicine and extra medical attendance,	710 33
Oil,	282 43
Postage,	163 08
Potatoes and other vegetables,	1,986 98
Rent of safe (treasurer),	10 00
Returning runaways,	29 42

Rice and sago,	\$821 55
School materials, books, papers,	560 64
Small wares, buttons and thread,	460 55
Stable, grain, hay, etc.,	3,308 44
Stationery, printing,	339 49
Stock,	1,015 91
Sugar, 36,028 pounds,	1,882 08
Sundries,	34 89
Superintendence and instruction,	9,974 51
Tea, 495 pounds,	167 10
Telephone rent and repair,	384 20
Tools and agricultural implements,	190 75
Travelling expenses,	526 11
Tuning and repairing pianos,	35 00
Wages and labor,	35,113 27
Wagons, harnesses and blankets,	1,108 00
Water tax,	1,216 00
<hr/>	
Total,	\$113,676 14

APPENDIX A.

The classification of the school and the methods of training and instruction followed are set forth at length in portions of the superintendent's report for previous years, here reprinted:—

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farm house are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had

a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans

of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the school-room.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various

phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds,

wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized. One Saturday afternoon last winter over three hundred children were out coasting at one time.

At least once a week during the school year some evening entertainment is provided for the children. Last year forty-four consecutive weekly entertainments were given, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for mis-

demeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the school-rooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horribles, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories, and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

APPENDIX B.

HISTORY OF THE TREATMENT OF THE FEEBLE-MINDED.*

By WALTER E. FERNALD, M.D.

The first recorded attempt to educate an idiot was made about the year 1800, by Itard, the celebrated physician-in-chief to the National Institution for the Deaf and Dumb at Paris, upon a boy found wild in a forest in the centre of France, and known as the "savage of Aveyron." "This boy could not speak any human tongue, and was devoid of all understanding and knowledge." Believing him to be a savage, for five years Itard endeavored with great skill and perseverance to develop at the same time the intelligence of his pupil and the theories of the materialistic school of philosophy. Itard finally became convinced that this boy was an idiot, and abandoned the attempt to educate him.

In the year 1818, and for a few years afterward, several idiotic children were received and given instruction at the American Asylum for the Deaf and Dumb at Hartford, and a fair degree of improvement in physical condition, habits and speech was obtained.

In the year 1828 Dr. Ferret, physician at the Bicêtre in Paris, attempted to teach a few of the more intelligent idiots who were confined in this hospital to read and write and to train them to habits of cleanliness and order. In 1831 Dr. Fabret attempted the same work at the Salpêtrière; and in 1833 Dr. Voisin opened his private school for idiots in Paris. None of these attempts was successful enough to insure its continuance.

In 1837 Dr. E. Seguin, a pupil of Itard and Esquirol, began the private instruction of idiots at his own expense. In 1842 he was made the instructor of the school at the Bicêtre, which had been reopened by Dr. Voisin in 1839. Dr. Seguin remained at the Bicêtre only one

* Reprinted from the report of the proceedings of the Twentieth National Conference of Charities and Correction, held at Chicago, June, 1893.

year, retiring to continue the work in his private school in the Hospice des Incurables. After seven years of patient work and experiments and the publication of two or three pamphlets describing the work, a committee from the Academy of Sciences at Paris in 1844 examined critically and thoroughly his methods of training and educating idiot children, and reported to the Academy, giving it the highest commendation, and declaring that, up to the time he commenced his labors in 1837, idiots could not be educated by any means previously known or practised, but that he had solved the problem. His work thus approved by the highest authority, Dr. Seguin continued his private school in Paris until the Revolution, in 1848, when he came to America, where he was instrumental in establishing schools for idiots in various States.

In 1846 Dr. Seguin published his classical and comprehensive "Treatise on Idiocy," which was crowned by the Academy, and has continued to be the standard text-book for all interested in the education of idiots up to the present time. His elaborate system of teaching and training idiots consisted in the careful "adaptation of the principles of physiology, through physiological means and instruments, to the development of the dynamic, perceptive, reflective and spontaneous functions of youth." This physiological education of defective brains, as a result of systematic training of the special senses, the functions and the muscular system, was looked upon as a visionary theory, but has been verified and confirmed by modern experiments and researches in physiological psychology.

Dr. Seguin's school was visited by scientists and philanthropists from nearly every part of the civilized world, and, his methods bearing the test of experience, other schools were soon established in other countries, based upon these methods.

In 1842 Dr. Guggenbuhl established a school upon the slope of the Abendenberg in Switzerland, for the care and training of cretins, so many of whom are found in the dark, damp valleys of the Alps. This school was very successful in its results, and attracted much attention throughout Europe. At Berlin, in 1842, a school for the instruction of idiots was opened by Dr. Saegert. In England the publication of the results of the work of Drs. Seguin, Guggenbuhl and Saegert, and the efforts of Drs. Connolly and Reed, led to the establishment of a private school at Bath in 1846, and later to the finely appointed establishments at Colchester and Earlswood.

The published description of the methods and results of these European schools attracted much interest and attention in America. In this country the necessity and humanity of caring for and scientifically treating the insane, the deaf and dumb and the blind, had become the policy of many of our most progressive States. The class

of helpless and neglected idiots who had no homes as a rule were cared for in jails and poorhouses. A few idiots who had been received at the special schools for the deaf and dumb and the blind showed considerable improvement after a period of training. Other cases who were especially troublesome had been sent to the insane hospitals, where it was shown that the habits and behavior of this class could be changed very much for the better. In their reports for 1845 Drs. Woodward and Brigham, superintendents of the State insane hospitals in Massachusetts and New York respectively, urged the necessity of making public provision for the education of idiots in those States. On the 13th of January, 1846, Dr. F. P. Backus, a member of the New York Senate, made the first step toward any legislative action in this country in behalf of idiots, by moving that the portion of the last State census relating to idiots be referred to the committee on medical societies, of which he was chairman. On the following day he made an able report, giving the number of idiots in the State, a brief history of the European schools, with a description of their methods and results, and showed conclusively that schools for idiots were a want of the age. On the 25th of March following he introduced a bill providing for the establishment of an asylum for idiots. The bill passed the Senate, but was defeated in the Assembly.

In Massachusetts, on the 23d of January in the same year, 1846, Judge Byington, a member of the House of Representatives, moved an order providing for the appointment of a committee to "consider the expediency of appointing commissioners to inquire into the condition of idiots in the Commonwealth, to ascertain their number, and whether anything can be done for their relief." This order was passed, and, as a result, a board of three commissioners was appointed, of which Dr. S. G. Howe was chairman. This commission made a report in part in 1847, which included a letter from Hon. G. S. Sumner, in which he described in glowing terms the methods and results of the school of Dr. Seguin in Paris. In March, 1848, the commission made a complete and exhaustive report, with statistical tables and minute details, and recommended the opening of an experimental school. This report was widely circulated and read throughout America and Europe, and furnishes to-day the basis of cyclopedic literature on this topic.

By a resolve passed on the 8th of May, 1848, the Legislature appropriated \$2,500 annually for the purpose of establishing an experimental school, with the proviso that ten indigent idiots from different parts of the State should be selected for instruction. This act founded the first State institution in America. The first pupil was received on the 1st of October, 1848. The direction of the school was undertaken by Dr. Howe, and for several years was carried on

in connection with the Perkins Institution for the Blind, of which he was the director. Mr. J. B. Richards, an able instructor, was engaged as teacher, and went to Europe to study the methods of the foreign schools. The school was considered so successful that at the end of three years the Legislature doubled the annual appropriation, and by incorporation converted the experimental school into a permanent one, under the name of "The Massachusetts School for Idiotic and Feeble-minded Youth."

Two months after the Legislature had authorized the establishment of the Massachusetts school, a private school was opened at Barre, Mass., by Dr. H. B. Wilbur, the first pupil being received in July, 1848. In the modest announcement of the project Dr. Wilbur says: "This institution is designed for the education and management of all children who by reason of mental infirmity are not fit subjects for ordinary school instruction." The school was organized on the family plan. The pupils all sat at the same table with the principal, and were constantly under the supervision of some member of the family in the hours of recreation and rest as well as of training. This private school has been continued on the same plan, and has been very successful and prosperous under the administration of Dr. Wilbur and that of his able successor, the late Dr. George Brown.

In the State of New York the legislative attempt defeated in 1846 was renewed in 1847, and this bill also passed the Senate, to be again defeated in the Assembly. The necessity for action was urged in the Governor's annual messages in the years 1848, 1850 and 1851. Finally, in July, 1851, an act was passed appropriating \$6,000 annually, for two years, for the purpose of maintaining an experimental school for idiots. A suitable building, near Albany, was rented, and the school opened in October, 1851. The trustees selected for superintendent Dr. H. B. Wilbur, who had so successfully organized and conducted the private school at Barre, Mass., for more than three years previously. In the first annual report of the trustees, published in 1851, the aims and purposes of the proposed school were summed up as follows: —

We do not propose to create or supply faculties absolutely wanting, nor to bring all grades of idiocy to the same standard of development or discipline, nor to make them all capable of sustaining creditably all the relations of a social and moral life; but rather to give to dormant faculties the greatest possible development, and to apply these awakened faculties to a useful purpose under the control of an aroused and disciplined will. At the base of all our efforts lies the principle that, as a rule, none of the faculties are absolutely wanting, but dormant, undeveloped and imperfect.

This school attracted much attention from educators and others, and was frequently and critically inspected by the members of the

Legislature and other State officials. On the 11th of April, 1853, the Legislature authorized the erection of new buildings. The citizens of Syracuse donated the land, and the corner-stone of the first structure in this country built expressly for the purpose of caring for and training idiots was laid Sept. 8, 1854. The school at Syracuse continued under Dr. Wilbur's direction until his death, in 1883. In this school the physiological method of education has been most thoroughly and scientifically carried out, and a high degree of success attained.

Pennsylvania was the third State to take up the work. In the winter of 1852 a private school for idiots was opened in Germantown, by Mr. J. B. Richards, the first teacher in the school at South Boston. This school was incorporated April 7, 1853, as the Pennsylvania Training School for Idiotic and Feeble-minded Children. The first money received for its support was raised by private subscription, and the State contributed an equal sum. In 1855 the present site at Elwyn was secured, and the foundations laid for the present magnificent institution village, with nearly a thousand inmates.

The Ohio institution at Columbus was established April 17, 1857, and pupils were received the same year. The State of Ohio has from the beginning provided for her feeble-minded children on a more liberal and generous scale than any other State. The Columbus institution, with its substantial buildings and splendid equipment, its admirably conducted school and industrial departments, has been made one of the best institutions in the world devoted to the care and training of this special class.

In Connecticut, in 1855, a State commission was appointed to investigate the conditions of the idiotic population, and to consider the advisability of making suitable provision for the education of this class. The report of this commission resulted in the establishment of the Connecticut School for Imbeciles at Lakeville, in 1858, under the superintendency of Dr. H. M. Knight. This school, although aided by the State, has been largely supported by private benevolence and payments from private pupils.

The Kentucky institution, at Frankfort, was opened in 1860. For many years previously the State had granted an allowance of \$50 per annum to each needy family afflicted with the burden of a feeble-minded child. In Illinois an experimental school for idiots and feeble-minded children was opened in 1865, as an offshoot of the school for deaf-mutes at Jacksonville. In the course of a few years this school obtained a separate organization, and new institution buildings were constructed at Lincoln and occupied in 1873. The Hill-side Home, a private school, was opened at Fayville, Mass., in 1870.

Thus, up to 1874, twenty-six years after this work was begun in America, public institutions for the feeble-minded had been established in seven States. These institutions then had under training a total of 1,041 pupils. There were also the two private institutions in Massachusetts at Barre and Fayville, with a total of 69 inmates.

The early history of these pioneer State institutions in many respects was very similar. They were practically all begun as tentative experiments, in the face of great public distrust and doubt as to the value of the results to be obtained. In Connecticut the commissioners found a "settled conviction of a large majority of the citizens of the Commonwealth that idiots were a class so utterly helpless that it was a waste of time even to collect any statistics regarding them." Very little was known of the causes, frequency, nature or varieties of idiocy, or of the principles and methods to be employed in successfully training and caring for this class of persons. The annual reports of the early superintendents, Drs. Howe, Wilbur, Brown, Parrish and Knight, exhaustively considered the subject in all relations, and graphically presented to legislators and the public convincing and unanswerable reasons as to the feasibility and necessity of granting to feeble-minded children, according to their ability, the same opportunities for education that were given to their more fortunate brothers and sisters in the public schools.

All of these schools were organized as strictly educational institutions. In one of his earlier reports Dr. Howe says: "It is a link in the chain of common schools, — the last, indeed, but still a necessary link, in order to embrace all the children in the State." Again, he says: "This institution, being intended for a school, should not be converted into an asylum for incurables." Dr. Wilbur, in his seventh annual report, says: "A new institution in a new field of education has the double mission of securing the best possible results, and at the same time of making that impression upon the public mind as will give faith in its object." With the limited capacity of these schools as established, it seemed best to advocate the policy of admitting only the higher-grade cases, where the resulting improvement and development could be compared with that of normal children.

It was hoped and believed that a large proportion of this higher-grade or "improvable" class of idiots could be so developed and educated that they would be capable of supporting themselves, and of creditably maintaining an independent position in the community. It was maintained that the State should not assume the permanent care of these defectives, but that they should be returned to their homes after they had been trained and educated. It was the belief of the managers that only a relatively small number of inmates could

be successfully cared for in one institution. It was deemed unwise to congregate a large number of persons suffering under any common infirmity.

Nearly every one of these early institutions was opened at or near the capitals of their various States, in order that the members of the Legislature might closely watch their operations, and personally see their need and the results of the instruction and training of these idiots. No institution was ever abandoned or given up after having been established. In all the institutions the applications for admission were far in excess of their capacity.

In the course of a few years, in the annual reports of these institutions we find the superintendents regretting that it was not expedient to return to the community a certain number of the cases who had received all the instruction the school had to offer. When the limit of age was reached, it was a serious problem to decide what should be done with the trained boy or girl. It was found that only a small proportion, even of these selected pupils, could be so developed and improved that they could go out into the world and support themselves independently. A larger number, as a result of the school discipline and training, could be taken home, where they became comparatively harmless and unobjectionable members of the family, capable, under the loving and watchful care of their friends, of earning by their labor as much as it cost to maintain them; but in many cases the guardians of these children were unwilling to remove them from the institution, and begged that they might be allowed to remain where they could be made happy and kept from harm. Many of these cases were homeless and friendless, and, if sent away from the school, could only be transferred to almshouses, where they became depraved and demoralized by association with adult paupers and vagrants of both sexes. It was neither wise nor humane to turn these boys and girls out to shift for themselves. The placing out of these feeble-minded persons always proved unsatisfactory. Even those who had suitable homes and friends able and willing to become responsible for them, by the death of these relatives were thrown on their own resources, and drifted into pauperism and crime. It gradually became evident that a certain number of these higher-grade cases needed lifelong care and supervision, and that there was no suitable provisions for this permanent custody outside these special institutions.

Once it was admitted that our full duty toward this class must include the retention and guardianship of some of these cases who had been trained in the schools, the wisdom and necessity of still further broadening the work became apparent. It was found that more than one-half of the applications for admission, and those by

far the most insistent, were in behalf of the "unimprovables," as Dr. Howe described them. This lower class of idiots, many of them with untidy, disgusting and disagreeable habits, feeble physically, perhaps deformed and misshapen, often partially paralyzed or subject to epilepsy, cannot be given suitable care at home. There is no greater burden possible in a home or a neighborhood. It has been well said that by institution care, for every five idiots cared for we restore four productive persons to the community; for, whereas at home the care of each of these children practically requires the time and energies of one person, in an institution the proportion of paid employees is not over one to each five inmates. The home care of a low-grade idiot consumes so much of the working capacity of the wage-earner of the household that often the entire family become pauperized. Humanity and public policy demanded that these families should be relieved of the burden of these helpless idiots. From the nature of their infirmities it is evident that the care of this class must last as long as they live. As nearly every one of these low-grade idiots evidently becomes a public burden, it is better to assume this care when they are young, and susceptible of a certain amount of training, than to receive them later on, undisciplined, helpless, destructive, adult idiots.

The brighter class of the feeble-minded, with their weak will power and deficient judgment, are easily influenced for evil, and are prone to become vagrants, drunkards and thieves. The modern scientific study of the deficient and delinquent classes as a whole has demonstrated that a large proportion of our criminals, inebriates and prostitutes are really congenital imbeciles, who have been allowed to grow up without any attempt being made to improve or discipline them. Society suffers the penalty of this neglect in an increase of pauperism and vice, and finally, at a greatly increased cost, is compelled to take charge of adult idiots in almshouses and hospitals, and of imbecile criminals in jails and prisons, generally during the remainder of their natural lives. As a matter of mere economy, it is now believed that it is better and cheaper for the community to assume the permanent care of this class before they have carried out a long career of expensive crime.

Dr. Kerlin has ably presented to this conference the special subject of moral imbecility. This class of moral imbeciles may show little or no deficiency of the intellectual faculties, but in early childhood manifest a marked absence or perversion of the moral sense, as shown by motiveless, persistent lying and thieving, a blind and headlong impulse toward arson, and a delight in cruelty to animals or to young, helpless companions. These children, if they live, are predestined to become inmates of our insane hospitals or jails, and for the good

of the community should be early recognized, and subjected to life-long moral quarantine.

Dr. Kerlin, in his report to this conference in 1884, says :—

There is no field of political economy which can be worked to better advantage for the diminution of crime, pauperism and insanity, than that of idiocy. The early recognition of some of its special and more dangerous forms should be followed by their withdrawal from unwholesome environments and their permanent sequestration before they are pronounced criminals, and have by the tuition of the slums, acquired a precocity that deceives even experts. Only a small percentage should ever be returned to the community, and then only under conditions that would preclude the probability of their assuming social relations under marriage, or becoming sowers of moral and physical disease under the garb of professional tramps and degraded prostitutes. How many of your criminals, inebriates and prostitutes are congenital imbeciles! How many of your insane are really feeble-minded or imbecile persons, wayward or neglected in their early training, and at last conveniently housed in hospitals, after having wrought mischief, entered social relations, reproduced their kind, antagonized experts and lawyers, puzzled philanthropists, and in every possible manner retaliated on their progenitors for their origin, and on the community for their misapprehension! How many of your incorrigible boys, lodged in the houses of refuge, to be half educated in letters and wholly unreached in morals, are sent into the community the moral idiots they were at the beginning, only more powerfully armed for mischief! And pauperism breeding other paupers, what is it but imbecility let free to do its mischief?

The tendency to lead dissolute lives is especially noticeable in the females. A feeble-minded girl is exposed as no other girl in the world is exposed. She has not sense enough to protect herself from the perils to which women are subjected. Often bright and attractive, if at large they either marry and bring forth in geometrical ratio a new generation of defectives and dependants, or become irresponsible sources of corruption and debauchery in the communities where they live. There is hardly a poorhouse in this land where there are not two or more feeble-minded women with from one to four illegitimate children each. There is every reason in morality, humanity and public policy that these feeble-minded women should be under permanent and watchful guardianship, especially during the child-bearing age. A feeble-minded girl of the higher grade was accepted as a pupil at the Massachusetts School for the Feeble-minded when she was fifteen years of age. At the last moment the mother refused to send her to the school, as she "could not bear the disgrace of publicly admitting that she had a feeble-minded child." Ten years later the girl was committed to the institution by the court, after she had given birth to six illegitimate children, four of whom were still living and all feeble-minded. The city where she lived had supported

her at the almshouse for a period of several months at each confinement, had been compelled to assume the burden of the lifelong support of her progeny, and finally decided to place her in permanent custody. Her mother had died broken-hearted several years previously.

Modern usage has sanctioned the use of the term "feeble-minded" to include all degrees and types of congenital defect, from that of the simply backward boy or girl, but little below the normal standard of intelligence, to the profound idiot, a helpless, speechless, disgusting burden, with every degree of deficiency between these extremes. The lack may be so slight as to involve only the ability to properly decide questions of social propriety or conduct, or simply questions of morality, or it may profoundly affect every faculty. In theory, the differences between these various degrees of deficiency are marked and distinct, while in practice the lines of separation are entirely indefinite, and individuals as they grow to adult life may be successively classed in different grades. "Idiocy," generically used, covers the whole range referred to, but is now specifically used to denote only the lowest grades. "Imbecility" has reference to the higher grades. "Feeble-minded" is a less harsh expression, and satisfactorily covers the whole ground.

We have learned from the researches of modern pathology that in many cases the arrested or perverted development is not merely functional or a delayed infantile condition, but is directly due to the results of actual organic disease or injury to the brain or nervous system, occurring either before birth or in early infancy.

The work of caring for this class in this country has been greatly aided by the active influence of the Association of Medical Officers of American Institutions for Idiotic and Feeble-minded Persons. This society was organized in 1876, during the Centennial Exposition at Philadelphia, and held its first meeting at the Pennsylvania Training School at Elwyn. The object of the association is the consideration and discussion of all questions relating to the management, training and education of idiots and feeble-minded persons. It also lends its influence to the establishment and fostering of institutions for this purpose. The association meets annually for the reading of papers and the discussion of the various phases of this work.

The material growth and separate history of the older institutions and the numerous public and private schools that have been opened in this country since 1874 are too comprehensive to be considered in detail in this report. The accompanying table shows the name, location, date of organization, and capacity of the various public institutions as existing at the close of 1892, with a list of those organized since 1892: —

NAME.	LOCATION.	Date of Organization.	Capacity.*
California Home for Care and Training of Feeble minded Children,	Glen Ellen, . . .	1885	259
Connecticut School for Imbeciles,	Lakeville, . . .	1852	130
Illinois Asylum for Feeble-minded Children,	Lincoln, . . .	1865	699
Indiana School for Feeble-minded Youth,	Fort Wayne, . . .	1879	622
Iowa Institution for Feeble-minded Children,	Glenwood, . . .	1876	815
Kansas State Asylum for Idiotic and Imbecile Youth,	Winfield, . . .	1881	209
Kentucky Institution for the Education and Training of Feeble-minded Children,	Frankfort, . . .	1860	134
Maryland Asylum and Training School for the Feeble-minded,	Owing's Mills, . . .	1888	94
Massachusetts School for the Feeble-minded,	Waltham, . . .	1848	725
Minnesota School for the Feeble-minded,	Faribault, . . .	1879	897
Nebraska Institution for Feeble-minded Youth,	Beatrice, . . .	1887	212
New York State Institution for Feeble-minded Children,	Syracuse, . . .	1851	521
New York State Custodial Asylum for Feeble-minded Women,	Newark, . . .	1885	406
Randall's Island Hospital and School,	New York Harbor, . . .	1870	364
New Jersey Home for the Education and Care of Feeble-minded Children,	Vineland, . . .	1888	239
New Jersey State Institution for Feeble-minded Women,	Vineland, . . .	1886	113
Ohio Institution for the Education of Feeble-minded Youth,	Columbus, . . .	1857	1,050
Pennsylvania Training School for Feeble-minded Children,	Elwyn, . . .	1853	984
Washington School for Defective Youth,	Vancouver, . . .	1892	150
OPENED SINCE 1893:—			
Michigan School for Feeble-minded,	La Peer, . . .	—	230
Wisconsin Home for Feeble-minded,	Chippewa Falls, . . .	—	394
Western Pennsylvania Training School,	Polk, . . .	—	671
New York Custodial Asylum,	Rome, . . .	—	352
A State school for the feeble-minded was authorized by the New Hampshire legislature of 1901.			

* The capacity has been compiled from reports of 1900.

At the close of the year 1892 the nineteen public institutions for the feeble-minded had under care and training a total of 6,009 inmates. The buildings and grounds in use for this purpose represent an outlay of more than \$4,000,000. The annual public expenditure for the instruction and maintenance of these defectives now amounts to over \$1,000,000. There are also twenty private schools for the feeble-minded in the United States.

The recognition of the characteristics, limitations and needs of these various classes, and the results of experience in their training, care and guardianship, have materially modified and broadened the scope and policy of our American institutions for the feeble-minded. To-day the advantages of these public institutions are not confined to the brighter cases needing school training especially, but have

been gradually extended to a greater or less extent in the different States to all the grades and types of idiocy. With all these various classes pleading for admission, it is not strange that many of these institutions have become far more extensive than their founders dreamed of or hoped for. Successive Legislatures have been ready to enlarge existing institutions when they would not grant appropriations for establishing new ones. The evil effects feared from congregating a large number of this class have not been realized, or have been minimized by careful classification and separation of the different groups. In fact, we find we must congregate them to get the best results. In order to have companionship, that most necessary thing in the education of all children, we must have large numbers from which to make up our small classes of those who are of an equal degree of intelligence.

The essentially educational character of the earlier institutions has been maintained, but the relations of the different parts of instruction are now better understood. The strictly school exercises, in the early days the most prominent feature, still perform their necessary and proper functions, but now in harmony with and preliminary to the more practical objects of the institution. Education, as applied to the development of these feeble-minded children, is now understood in the broadest sense, not as mere intellectual training, but as uniform cultivation of the whole being, physically, mentally and morally. The end and aim of all our teaching and training is to make the child helpful to himself and useful to others.

Sir W. Mitchell says: "It is of very little use to be able to read words of two or three letters; but it is of great use to teach an imbecile to put his clothes on and take them off, to be of cleanly habits, to eat tidily, to control his temper, to avoid hurting others, to act with politeness, to be truthful, to know something of numbers, to go with messages, to tell the hour by the clock, to know something of the value of coins, and a hundred other such things."

As now organized, our American institutions are broadly divided into two departments, the school or educational, and the custodial. In the school department the children are instructed in the ordinary branches of the common schools. As compared with the education of normal children, it is a difference of degree, and not of kind. The progressive games and occupations of the kindergarten, object teaching, educational gymnastics, manual training, and the other graphic and attractive methods now so successfully applied in the education of normal children, are especially adapted to the training of the feeble-minded. These principles of physiological training of the senses and faculties; of exercising and developing the power of attention, perception and judgment, by teaching the qualities and properties of

concrete objects, instead of expecting the child to absorb ready-made knowledge from books; of progressively training the eye, the hand and the ear, — these were the methods formulated by Seguin and elaborated and applied by Richards, Wilbur and Howe, years before the era of the kindergarten and the dawn of the new education. It would be difficult to properly estimate the influence of these original and successful methods of instructing the feeble-minded in suggesting and shaping the radical changes that have been made in the methods of modern primary teaching of normal children. With these feeble-minded children the instruction must begin on a lower plane; the progress is slower and the pupil cannot be carried so far. In a school with several hundred children, a satisfactory gradation of classes can be made if a small proportion of children showing irregular and unusual deficiencies are assigned to special classes for instruction through individual methods.

Most of the pupils of this grade learn to read and write, to know something of numbers, and acquire a more or less practical knowledge of common affairs. Careful attention is paid to the inculcation of the simple principles of morality, the teaching of correct habits and behavior, and observance of the ordinary amenities of life.

The most prominent feature of our educational training to-day is the attention paid to instruction in industrial occupations and manual labor. In this "education by doing" we not only have a very valuable means of exercising and developing the dormant faculties and defective bodies of our pupils, but at the same time we are training them to become capable and useful men and women. The recent reports of these institutions show in detail the large variety and amount of work done by these children. Carpentering, painting, printing, brick-making, stock-raising, gardening, farming, domestic work, the manufacture of clothing, boots and shoes, brooms, brushes and other industries, are now successfully and profitably carried on by the pupils in these schools in connection with the strictly mental training.

Each year a certain number of persons of this class go out from these institutions and lead useful, harmless lives. Some of the institutions where only the brightest class of imbeciles are received, and where the system of industrial training has been very carefully carried out, report that from twenty to thirty per cent. of the pupils are discharged as absolutely self-supporting. In other institutions, where the lower-grade cases are received, the percentage of cases so discharged is considerably less. It is safe to say that not over ten to fifteen per cent. of our inmates can be made self-supporting in the sense of going out into the community and securing and retaining a situation, and prudently spending their earnings. With all our train-

ing, we cannot give our pupils that indispensable something known as good, plain "common sense." The amount and value of their labor depend upon the amount of oversight and supervision practicable; but it is safe to say that over fifty per cent. of the adults of the higher grade who have been under training from childhood are capable, under intelligent supervision, of doing a sufficient amount of work to pay for the actual cost of their support, whether in an institution or at home.

The custodial department includes the lower grades of idiots, the juvenile insane and the epileptics. Some of these children are as helpless as infants, incapable of standing alone, or of dressing or feeding themselves, or of making their wants known. Other cases are excitable and noisy, with markedly destructive tendencies. The chief indication with these lower-grade cases is to see that their wants are attended to, and to make them comfortable and happy as long as they live; but even with these cases much improvement is possible in the way of teaching them to wait on themselves, to dress and undress, to feed themselves, in attention to personal cleanliness and habits of order and obedience. As a result of the kindly but firm discipline, the patient habit-teaching and the well-ordered institution routine, a large proportion of these children become much less troublesome and disgusting, — so much so that the burden and expense of their care and support are materially and permanently lessened.

In the custodial department are classed also the moral imbeciles and the adults of both sexes who have graduated from the school department, or are past school age, but cannot safely be trusted, either for their own good or the good of the community, out from under strict and judicious surveillance. For these classes the institution provides a home where they may lead happy, harmless, useful lives.

The daily routine work of a large institution furnishes these trained adults with abundant opportunities for doing simple manual labor, which otherwise would have to be done by paid employees. Outside of an institution it would be impossible to secure the experienced and patient supervision and direction necessary to obtain practical, remunerative results from the comparatively unskilled labor of these feeble-minded people. In the institution the boys assist the baker, carpenter and engineer. They do much of the shoemaking, the tailoring and the painting. They drive teams, build roads and dig ditches. Nearly all of the institutions have large farms and gardens, which supply enormous quantities of milk and vegetables for the consumption of the inmates. This farm and garden work is largely done by the adult male imbeciles. The females do the laundry work, make the clothing and bedding and do a large share of all the other

domestic work of these immense households. Many of these adult females, naturally kind and gentle, have the instinctive feminine love for children, and are of great assistance in caring for the feeble and crippled children in the custodial department. These simple people are much happier and better off in every respect when they know they are doing some useful and necessary work. Some of the restless moral imbeciles could hardly be controlled and managed if their surplus energies were not worked off by a reasonable amount of manual labor.

The average running expenses of these institutions have been gradually and largely reduced by this utilization of the industrial abilities of the trained inmates. At the Pennsylvania institution the per capita cost for all the inmates has been reduced from \$300 to a little over \$100 per annum, largely from the fact that the work of caring for the low-grade children in the custodial department is done to a very large extent by the inmates themselves. Dr. Doren of Ohio, after an experience of thirty years in this work, has offered, if the State will give him a thousand acres of land, to guarantee to care for every custodial case in Ohio without expense to the State.

Nearly all of the States making provision for the feeble-minded have practically followed what is known as the colony plan of organization; that is, starting with the school department as a centre, with the various subdivisions of the custodial department subsequently added under the same general management. Thus at the present time in nearly every one of our institutions there will be found custodial departments for each sex, industrial departments, hospitals for the sick, farm colonies, and, in a few, buildings especially designed for the care and treatment of epileptics. In his report to the Nineteenth Conference of Charities Dr. G. H. Knight says:—

Legislatures to the contrary notwithstanding, it is not because superintendents covet large buildings, large grounds, and all the care and watchfulness that come from the proper management of what we call a colony, which makes them urge the gathering together of great numbers of this class of defectives; but because they have learned in the hard school of experience that they must have large numbers from which to draw children enough of equal mental endowments to do even the simplest thing well. They have found that, even for money, it is difficult to get suitable people who are willing to come into contact with the lowest grade in the right spirit,—a spirit which demands patience, cheerfulness and affection; but they do find that what is called “the imbecile” will share his pleasures and attainments with his weaker brother, with a sense of high privilege in being allowed to share it; that none make tenderer care-takers, nor, under supervision, more watchful ones; and that the bond of fellowship so engendered is of lasting benefit. This is why the colony plan recommends

itself to us as superintendents. Experience has taught us that these children, under careful direction, are happier, better cared for, more trustworthy, when trust is given, more self-sacrificing and self-contained, and in every way benefited by the training and occupation and amusement which a large institution makes possible, and which it is impossible to gain when there are few in number.

The colony plan divides the institution into comparatively small families, each with peculiar and distinctive needs, and each group under the immediate and personal supervision of experienced and competent officers, who are directly responsible to the medical superintendent. This arrangement retains all the good points of a small institution, and secures the manifest advantages of a large one.

In the additions made to existing institutions and the new institutions built during the past twenty years, the detached or so-called "cottage" plan of construction has been pretty generally adopted, in order to secure the necessary classification and separation of the different classes of these defectives.

The experience of these institutions in these enlargements has been that plain, substantial, detached buildings can be provided for the custodial cases at an expense of not over \$400 per capita. These detached departments are generally supplied with sewerage, water supply, laundry, store-room, and often heating facilities from a central plant, at relatively small expense compared with the cost of installation and operation of a separate plant for each division.

In New York a radical departure was made from this plan by the organization of the Custodial Asylum for Adult Feeble-minded Females at Newark, under a separate management. It was held that in that populous State, with its thousands of feeble-minded persons needing training and care, it would not be desirable or possible to attempt to provide for all classes of the feeble-minded in one institution. A similar special institution for imbecile women has since been organized in New Jersey.

The census of 1890 shows a total of 95,571 idiotic and feeble-minded persons in the United States. It is certain that this enumeration does not include many cases where the parents are unwilling to admit the mental defect of their children. It is safe to say that, taking the country as a whole, there are two feeble-minded persons to every thousand people. Of this vast number, only 6,315, or six per cent., are now cared for in these special institutions.

The public appreciation of the educational, custodial and preventive value of the work is shown by the willingness and liberality with which these institutions are maintained and supported. The remarkable rapidity with which in the western States the public institutions of this character have been built and filled with pupils within the

past two decades is proof positive of the necessity for the organization of such institutions and of the desire of the parents and friends of this class of defectives to place them under intelligent care and instruction. This special care is now recognized as not only charitable, but economical and conservative. Each hundred dollars invested now saves a thousand in the next generation. It is not unreasonable to hope and expect that in the near future an institution for the feeble-minded will be provided in every State in the Union.

APPENDIX C.

Commonwealth of Massachusetts.

1850.

[ACTS, CHAPTER 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.*Be it enacted, etc., as follows :*

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECT. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the Treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth: *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors,

whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants, of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*]

1878.

[ACTS, CHAPTER 126.]

AN ACT to authorize the appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

SECTION 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provision of this act.

SECT. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

SECT. 3. This act shall take effect on the first day of July next. [*Approved April 9, 1878.*]

1886.

[ACTS, CHAPTER 298, AS AMENDED BY ACTS 1898, CHAPTER 433.]

AN ACT concerning the Massachusetts School for the Feeble-minded.*Be it enacted, etc., as follows :*

SECTION 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

SECT. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of insanity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

SECT. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion, receive, maintain and educate except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

SECT. 4*. [Repealed: Resolve, chapter 66, Acts of 1898, substituted.]

SECT. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to

* See page 60.

the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

SECT. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

SECT. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

SECT. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and

costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECT. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

SECT. 10. The state board of insanity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of insanity, be presented to the auditor and paid from the treasury.

SECT. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

SECT. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change in the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

SECT. 13. This act shall take effect on the first day of July next.
[Approved June 18, 1886.]

1898.

[RESOLVES, CHAPTER 66.]

RESOLVE in favor of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid annually out of the treasury of the Commonwealth to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, the sum of thirty-five thousand dollars, to be payable in equal quarterly instalments, commencing on the first day of January in the year eighteen hundred and ninety-eight. [*Approved April 14, 1898.*]

1899.

[ACTS, CHAPTER 158.]

AN ACT to authorize Transfers from the Lyman School for Boys and from the State Industrial School for Girls to the Hospital Cottages for Children or the Massachusetts School for the Feeble-minded.

The state board of insanity may, on the request of the trustees of the Lyman and industrial schools, transfer from either of said schools to the Hospital Cottages for Children or to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for treatment at either of the last-named institutions. [*Approved March 16, 1899.*]

[RESOLVES, CHAPTER 25.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding one thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for the purchase of additional land for the use of said institution; any such purchase to be subject to the approval of the governor and council. [*Approved March 24, 1899.*]

1900.

[RESOLVES, CHAPTER 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars to be expended under the direction of the trustees of the Massachusetts

School for the Feeble-minded, in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*]

1901.

[RESOLVES, CHAPTER 81.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty-five thousand dollars, to be expended at the Massachusetts School for the Feeble-minded under the direction of the trustees thereof for making additions to and alterations in the laundry, hospital and administration buildings. [*Approved May 29, 1901.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. A public carriage may be found at the Waverley station. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

FIFTY-FIFTH ANNUAL REPORT
OF
THE TRUSTEES
OF THE
MASSACHUSETTS
SCHOOL FOR THE FEEBLE-MINDED
AT WALTHAM,
FOR THE
YEAR ENDING SEPTEMBER 30, 1902.



BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
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TRUSTEES FOR 1902-1903.

President.
SAMUEL HOAR.

Vice-President.
JOHN S. DAMRELL.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
WILLIAM W. SWAN.

Auditor.
CHARLES F. WYMAN.

Trustees.

CHARLES FRANCIS ADAMS, 2d,	. . . . .	CONCORD.
FRANCIS J. BARNES, . . . . .	. . . . .	CAMBRIDGE.
FRANCIS BARTLETT, . . . . .	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE, . . . . .	. . . . .	CAMBRIDGE.
JOHN S. DAMRELL, . . . . .	. . . . .	BOSTON.
THOMAS W. DAVIS, . . . . .	. . . . .	BELMONT.
FREDERICK P. FISH, . . . . .	. . . . .	BROOKLINE.
SAMUEL HOAR, . . . . .	. . . . .	CONCORD.
WILLIAM W. SWAN, . . . . .	. . . . .	BROOKLINE.
CHARLES E. WARE, . . . . .	. . . . .	FITCHBURG.
FRANK G. WHEATLEY, . . . . .	. . . . .	ABINGTON.
CHARLES F. WYMAN, . . . . .	. . . . .	CAMBRIDGE.

State Board of Visitors, ex officio.
GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1902-1903.

Superintendent.

WALTER E. FERNALD, M.D.

First Assistant Physician.

GEORGE L. WALLACE, M.D.

Second Assistant Physician.

JOSEPH H. LADD, M.D.

Matron.

Miss AUGUSTA DAMRELL.

Teachers.

Miss L. L. MOULTON.

Mrs. S. E. SHAFFER.

Miss ADELLE HODGDON.

Miss ELIZABETH SHAW.

Director of Physical Training.

Miss CLARA B. ELLIS.

Training Teachers.

Miss RUBY McPHEE.

Miss SARAH L. CRABTREE.

Miss MARGARET McALONEY.

Bandmaster.

MR. GEORGE M. SMITH.

Instructors in Manual and Physical Training.

MR. F. W. KNIGHT.

MR. CLIFFORD E. BATCHELLER.

Bookkeeper.

Miss LOUELLA C. TAINTER.

Clerk.

Miss EVELYN M. BARDEN.

Stenographer.

Miss ALICE M. BOLLES.

Housekeeper.

Miss FLORENCE SPIDLE.

Storekeeper.

WESLEY JACQUES.

Matron of Farmhouse.

Miss CLARA McPHEE.

Matron of Girls' Dormitory.

Miss MABEL MILLER.

Matron of Boys' Dormitory.

MISS CLARA BLOIS.

Matron at West Building.

MISS BERTHA MILLER.

Matron at North Building.

MISS HARRIET E. WRIGHT.

Matron at North-west Building.

MISS MINNIE LOVE.

Matrons at Templeton Colony.

MRS. BELLE HEDMAN.

MRS. LAVINIA PIERSON.

MISS ELIZABETH H. BARNES.

Supervisors at Templeton Colony.

MR. JOHN HEDMAN.

MR. JOHN J. DONNELL.

MR. KENNETH LANGILLE.

Farmer at Templeton Colony.

MR. DAVID SMITH.

MEMBERS OF THE CORPORATION.

- Charles Francis Adams, 2d, Concord.
Michael Anagnos, South Boston.
Nathan Appleton, Boston.
Francis J. Barnes, M.D., Cambridge.
Mrs. Isabel Barrows, New York.
Rev. Samuel Barrows, New York.
Francis Bartlett, Boston.
Charles P. Bowditch, Jamaica Plain.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Eliot C. Clarke, Boston.
Charles R. Codman, Boston.
Franklin L. Codman, Dorchester.
Mrs. Elizabeth E. Coolidge, Boston.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
Mrs. Emily T. Damrell, Boston.
John S. Damrell, Boston.
John E. S. Damrell, Boston.
Thomas W. Davis, Belmont.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Boston.
Edw. W. Emerson, M.D., Concord.
Miss Ellen Emerson, Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
Frederick P. Fish, Brookline.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. C. E. Harrington, Waltham.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Mrs. Helen P. Hoar, Concord.
Samuel Hoar, Concord.
Miss Abby P. Hosmer, Concord.
Richard C. Humphreys, Boston.
Thomas L. Livermore, Boston.
John Lowell, Boston.
Arthur Lyman, Waltham.
Frederick W. G. May, Dorchester.
John C. Milne, Fall River.
Mrs. Emily M. Morison, Boston.
Mrs. Anna May Peabody, Boston.
Rev. Francis G. Peabody, Cambridge.
Frederick W. Peabody, Boston.
Mrs. Elizabeth B. Perkins, Boston.
Miss Laliah B. Pingree, Boston.
William Taggard Piper, Cambridge.
James J. Putnam, M.D., Boston.
Mrs. Laura E. Richards, Gardiner, Me.
J. Henry Robinson, M.D., South-
borough.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
Fred'k C. Shattuck, M.D., Boston.
George B. Shattuck, M.D., Boston.
Benj. F. Spinney, Lynn.
Henry R. Stedman, M.D., Brookline.
Mrs. Mabel W. Stedman, Brookline.
Mrs. Elizabeth Stone, Waltham.
Mrs. Helen G. Swan, Brookline.
William W. Swan, Brookline.
C. B. Tillinghast, Boston.
Henry Tuck, M.D., New York.
Mrs. Annie P. Vinton, Boston.
Gilman Waite, Baldwinville.
Erskine Warden, Waltham.
Charles E. Ware, Fitchburg.
Mrs. Mary G. Ware, Lancaster.
George A. Washburn, Taunton.
John D. Washburn, Worcester.
Mrs. Kate Gannett Wells, Boston.
F. G. Wheatley, M.D., N. Abington.
Mrs. Edith Prescott Wolcott, Boston.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 9, 1902.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1902.

The number of feeble-minded persons of every description now present at the school at Waltham is 677, the number of adult males at the colony at Templeton is 99, — a total of 776. Of these, 245 are supported by the Commonwealth in the school department and 142 in the custodial department. There are 291 inmates supported in the custodial department by cities and towns; there are 39 beneficiaries of other States, paying, under the statute in such cases provided, \$300 each per year. There are 43 private pupils, supported in whole or in part by parents and guardians. The corporation supports in the school department 16 pupils. As was stated in our report last year, although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, all sharing equally, so far as may be, the advantage derived from the entire income.

Under the act of 1901, which has been in force since the first of January last, we no longer receive the appropriation of \$35,000 which has hitherto been granted for the use of the school, and in theory has been for the support and instruction of inmates of the school department. That is, hitherto the Commonwealth has paid \$35,000 a year for the education of

feeble-minded persons capable of being benefited by school instruction, and a further sum of \$3.25 for each inmate of the custodial department having no known settlement in the Commonwealth; now, both classes of inmates are treated alike. The Commonwealth appropriates each year for the support of the Massachusetts School for the Feeble-minded a sum determined by estimating the cost of the average daily number of State patients, as they are termed in the act, for the year next preceding, increased by a number equal to the average annual increase in the number of such patients for the five years next preceding. Under this act we receive this year from the Commonwealth \$58,305 for the support of State inmates for one year from the first of January, 1902. The current expenses for the school year Sept. 30, 1901, to Sept. 30, 1902, have been \$120,982.07, or \$3.15 for each inmate per week.

Under the act of 1901 the Treasurer of the Commonwealth pays all our bills, and we turn into the State treasury all moneys received from cities and towns, from individuals or from other States for the support of inmates. The corporation applies the income of its own funds directly to the support of a few individuals and for the general welfare of all the inmates.

The health of the inmates under our charge has been unprecedentedly good, both at Waltham and Templeton. There has not yet been a case of sickness at the colony. As a whole, there has been continued improvement in the physical condition of all grades of these feeble-minded persons during the last three or four years. So, too, there has been a similar advance in technical training during the same period among the feeble-minded persons having the capacity to do technical work. The girls make many of their own garments, do all the mending for the institution, and in their own apartments make the beds, do the sweeping, wash and polish the floors, wash the windows, and, more than all, they care for the little children of both sexes. The corresponding class of boys make themselves equally useful. They do the household work in their own wards. They help in the kitchen, the bakery, the stable and the barn. They help in the engineer's room. They do the printing, keep the shoes of 750 inmates in repair, do the paint-

ing and odd jobs at carpentering. They do farm work, they clear up the land and make paths and roads. And they change about, engaging in one of these occupations for a month or two, and then being employed in another. Next to caring for the hopeless, helpless idiot, which we do as a first and immediate relief to the community, it is our policy to receive and train such custodial cases as are likely to remain a charge upon the Commonwealth. Public opinion more and more demands the prevention of marriage of the feeble-minded, or the illicit procreation by them of children. Public opinion and our own sense of what is right and proper demand that these people be kept under supervision. The withdrawal to Templeton of a large number of adult male cases has made it possible to continue the school department. We have continued in the school department to give a sound, wholesome rudimentary education to those capable of being benefited by it. The criticism has been made that we have carried book instruction farther than is directly useful in future industrial occupation. But such has not been our aim. Occasionally feeble-minded children develop an aptitude for some branch of art or study that would be remarkable in a normal child. The teachers do not attempt to check such propensities. Our increased accommodations at Waltham will allow us to take even more school cases.

In our last annual report we announced our intention of petitioning the Legislature for an appropriation to purchase additional land at Waltham for the use of the school. It had sufficiently appeared that the Templeton colony, conducted as an overflow for adult male cases from the school at Waltham, would prove successful. Fifty or more big boys, well developed by industrial training at the school, could be received each year at the colony, and this would leave room at Waltham for a large number of boys to be trained and disciplined. It is essential to our scheme for economical life in the colony that the boys shall be first well trained in the school.

“The practical benefit of the kindergarten and manual training drill in the schools,” says our accomplished superintendent in his report of 1893, “has been strikingly illustrated in the application of the trained minds and muscles of these school

boys in the farm and garden work. The boy who has been taught to quickly and accurately distinguish slight differences in color, form, size and number, and to accurately mark off a board into inches, or to saw and plane exactly on a given line, can be easily taught to distinguish weeds from onions, and to destroy the one and spare the other. Previous to this year, we have never had a boy who could be trusted to plant potatoes, corn or any other seed. The seeds would be dropped irregularly and in the wrong places; but this year a squad of rather small boys, whose eyes and fingers had been very thoroughly disciplined in the kindergarten and manual training, were detailed to do the planting. These boys proudly planted row after row, placing the seeds with the greatest precision, fully as well as the most careful man could have done it. They have done equally well with the hoeing and harvesting of the various crops."

The applicability of this passage to the transfer of our big boys to the colony is seen at once. In early youth they here acquire a capacity for work.

But all the while the demand throughout the Commonwealth for greater provision for the feeble-minded is increasing. After much consideration, it appeared that it would be best to provide for a substantial increase of our numbers at Waltham. We therefore took the precaution to bond about fifty acres of desirable land immediately adjoining our Waltham property, stopped work on some minor improvements to perform which an appropriation had been granted, and petitioned the Legislature for an appropriation of \$35,000 with which to purchase the bonded land, and a further appropriation of \$95,000 to be expended for an extension of our service plant and additional accommodations for inmates and attendants.

Our general scheme requires that all descriptions of feeble-minded persons be included in the increase, the big girls especially, they being useful in taking care of young persons of both sexes.

By the act approved June 3, 1892, the entire sum for which the trustees had petitioned was granted, as appears in the act, to be expended for the following purposes:—

For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the same; for additions to the present electric lighting and heating plants, and for an addition to the administration building, so called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

The land in question has since been deeded to the Commonwealth. It is of the same general description as that to which it has been added, admirably adapted to the purposes of the school, and so retired that no part of it can be seen from any public road.

Twenty-five thousand dollars had been granted us in 1901 for making additions to and alterations in the laundry, hospital and administration buildings. Work on the enlargement of the hospital and on the enlargement of the laundry, including a new smoke stack, which had been commenced at our last annual meeting, was continued, and those buildings have been completed, at an expense of \$11,890.49. The estimated expense was \$12,000. The laundry is now of sufficient capacity for 1,000 to 1,200 persons. The plan of the hospital is such that the building can be added to if it shall prove necessary. The remainder of the appropriation is available for the enlargement of the administration building, in addition to the appropriation of the present year.

Plans have been drawn and accepted for the enlargement of the administration building, the boys have dug the cellar for the same, and bids within the estimated cost have been accepted for the greater part of the work of building.

Our present plan is to erect a new building for males, like the last building erected for them, to accommodate 120 inmates; and a woman's dormitory, like the last dormitory erected for females, which will give accommodations for 60. The new building for males will be within convenient reach of the administration building. The building for females will draw its supplies from the west building.

Eventually we hope to erect two more buildings, like these

now to be erected, and perhaps a small building for infant children, and a small building in the nature of a prison for the custody of bad boys of feeble intellect.

At the end of the school year, in 1901, 50 boys were about moving to Templeton; before the close of the present month an additional 50 will have moved. Our colony plant now consists of three double cottages, each with a capacity for 50 boys, three old farmhouses rebuilt with kitchens and dining rooms, and a laundry, a farmer's house and a big barn, all new.

About \$12,000 remain of our original appropriation of \$50,000. When we asked for the appropriation, we said that we should spend about \$8,000 for a water plant, \$1,500 for a sewage field, \$1,500 for electric lighting and \$3,000 for house and furniture for a superintendent. We shall begin work on the water plant and sewage field in the immediate future. It will be some time before we need the superintendent's house, and it will be a long time before we need an electric lighting plant. We shall, however, require this winter, and shall ask for, an appropriation of about \$12,000, to be used for another double cottage and administration building.

We shall this winter ask for an appropriation of about \$4,000 to enlarge our bakery at Waltham. We find it economy to supply the colony with bread from Waltham, rather than erect a bakery at Templeton; the freight on the bread is less than the wages of a baker.

The growth of the school at Waltham calls upon us for an enlargement of our facilities for the school instruction of the additional higher-grade cases, which we shall find it necessary to admit pursuant to our general scheme of caring for the feeble-minded and idiots of the Commonwealth. Some of the high-grade cases leave us after a few years, but most of them remain. We already need schoolrooms for the proportion of additional high-grade cases we are admitting on account of the vacancies made by the departure of the Templeton cases. And in all, with the additional 400 cases we now contemplate taking at Waltham, we shall require double the present number of schoolrooms. An enlargement of our manual training facilities will also be needed, and this need is urgent. We

recommend and ask for an appropriation of \$16,000 to be expended for manual and industrial training rooms. Should this appropriation be granted, we can comply with the immediate wants in the schoolroom department by using the present manual training and sewing rooms as schoolrooms.

We this year ask for an appropriation of about \$8,000 for a house for our superintendent and his family, to be built upon the grounds at Waltham. This has long been needed. Moreover, the portion of the administration building now occupied as his residence will be needed for the new teachers and officers.

CHARLES FRANCIS ADAMS, 2D.

FRANCIS J. BARNES.

FRANCIS BARTLETT.

ELIZABETH E. COOLIDGE.

JOHN S. DAMRELL.

THOMAS W. DAVIS.

FREDERICK P. FISH.

SAMUEL HOAR.

WILLIAM W. SWAN.

CHARLES E. WARE.

FRANK G. WHEATLEY.

CHARLES F. WYMAN.

SUPERINTENDENT'S REPORT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1902 :—

	Males.	Females.	Totals.
Number present Sept. 30, 1901,	422	280	702
Admitted during the year,	94	43	137
Whole number present,	516	323	839
Discharged during the year,	29	20	49
Died during the year,	12	2	14
Number present Sept. 30, 1902,	475	301	776
Average number present,	436	303	739
School cases admitted,	42	14	56
Custodial cases admitted,	52	29	81
Private pupils now present,	30	13	43
Massachusetts school beneficiaries,	163	82	245
Cases supported by income of invested funds,	10	6	16
Custodial cases supported by State,	84	58	142
Custodial cases supported by cities and towns,	160	131	291
Beneficiaries of other New England States,	28	11	39
Applications for admission during year,	—	—	252
Number at the Templeton colony,	99	—	99

Of the 137 admissions, 56 (42 boys and 14 girls) were young, teachable cases, suitable for our schoolroom classes; there were 31 males and 22 females over fourteen years of age; 16 were transferred from the State Hospital at Tewksbury, 4 from the Lyman School for Boys, 3 from the Girls' Industrial School and 3 from the hospitals for the insane. In addition to the cases directly transferred from the reformatories and other institutions, for several years past we have received an increasing proportion of cases where the moral deficiency is perhaps more pronounced than the mental defect. Many of these cases have been the problems of the associated charities, the Children's Aid Society, the Society for Prevention of Cruelty to Children, the town or city authorities and often of the local police court. Many of these boys and girls have been "placed out" unsuccessfully again and again. While they often present various physical evidences of degeneracy, they are superior physically to the ordinary imbecile. As a class, they are brighter than the average feeble-minded child. They seldom make satisfactory progress in school work. They usually have a record of habitual truancy and of troublesome conduct in school. They may be idle, thievish, cruel to animals and to smaller children, wantonly and senselessly destructive, and aimlessly lawless generally. They are often precocious sexually, and after puberty almost always show marked sexual delinquency or perversion. They are often wonderfully shrewd and crafty in carrying out their plans for mischief. They instinctively seek low company, and quickly learn everything that is bad. They have little or no fear of possible consequences in the way of punishment.

The great army of police court chronic criminals, vagrants and low prostitutes is largely recruited from this class of so-called "moral imbeciles." It is now generally understood by court officials and even by the public that these children are not simply bad and incorrigible, but that they are irresponsible by reason of the underlying mental defect. They are not benefited by punishment. At an early age they should be recognized, and permanently taken out of the community. We have now accumulated at least two score typical cases of this sort, of both sexes and of varying ages. They are the most perplexing

problems with which we have to deal. They do not class well with the rather simple types of ordinary imbecility. They are not influenced by the simple system of rewards and deprivations which serves to control the conduct of the ordinary imbecile. We are compelled to isolate them as much as we can from the other inmates. In making future additions to the institution we should provide separate buildings for the better classification and care of these moral imbeciles.

Of the 49 discharges, 32 were kept at home by their friends; 3 very troublesome moral imbeciles ran away and were not returned; 4 were committed to the insane hospitals; 4 were kept at home to go to work for regular wages; 4 were discharged by request of overseers of the poor; and 1 moral imbecile, a Vermont beneficiary, was discharged as unsuitable for this school.

There were 14 deaths during the year. Of these, 2 resulted from epilepsy, 4 from organic brain disease, 3 from marasmus, and 1 each from valvular disease of heart, acute pneumonia, general tuberculosis, meningitis and tubercular meningitis.

The general health of our inmates has been remarkably good. One case of scarlet-fever appeared in the boys' dormitory, but made a good recovery, and was not followed by other cases.

There have been 252 applications for admission during the year. Of this number, we have been able to admit 137.

The current expenses for the past year have amounted to \$120,982.07, or \$3.15 per week for each inmate. For the first time in twenty-five years this sum does not include the cost of a supply of coal sufficient for the next school year. On account of the strike, we have been able to buy only about three hundred tons of coal, — a quantity which will supply our needs for about two months. Throughout the year we have been compelled to pay very high prices for all of the institution supplies, and, if we had purchased the usual supply of coal, the per capita cost would have been higher than for many years past.

Under the provisions of the law, the various public institutions are required to purchase certain articles and materials produced by the labor of prisoners in the various penal institutions of the Commonwealth. We are now buying in this

way the following: blankets, boots, shoes and slippers, brooms, brushes, cloth, clothing, furniture, harness, hosiery, mats and rugs, shirts, yarns. It is fit and proper that the products of prison labor should be used in this way, but it is expensive for the purchasing institution. The price for the articles so supplied is now determined by a committee consisting of the Auditor of the Commonwealth, the Controller of County Accounts and the chairman of the Board of Prison Commissioners. The institution purchasing the goods has no voice in the matter of price. As a business proposition, it would seem that it was only fair that the institutions which pay for these goods out of their current appropriations should be represented on the commission which fixes the price of the various articles.

The additions to the hospital, laundry and smoke stack, authorized by Resolves of 1901, chapter 81, have been completed well within the appropriation, and are satisfactory in every respect. The balance of this appropriation, together with the additional appropriation of \$15,000 authorized by the last Legislature, is now available for the construction of the addition to the administration building, for additional dining and sleeping rooms for employees, storerooms, etc. Contracts for this extension have been let within the sum appropriated, and the foundations are now being put in.

Plans are being made for the two new dormitories and extensions to the heating and lighting plant also authorized by the last Legislature.

The transfer of men and older boys to the farm colony at Templeton allowed us to admit an unusually large number of young, improvable pupils in the school department. These changes greatly improved the grade of the school classes. The work of the schools has been hampered by overcrowding of the classes. We are greatly in need of additional teachers and more class rooms for kindergarten work, handwork and manual and domestic training. We expect to send a certain number of adults to the colony each year, thus making room for an equal number of young children needing school training. When the two new dormitories now authorized are completed, the need of more teachers and schoolrooms will be still more urgent. A simple, plain building, near the present school-

house, would provide rooms for the manual training classes and sewing rooms. The rooms in the school building now occupied by those classes will make admirable schoolrooms. If a new house is built for the superintendent, the rooms now occupied by his family will furnish living rooms for the much-needed teachers and staff officers.

The bakery is too small for the present work, and must be enlarged before we add to our population.

We also need a new group of farm buildings at Templeton, to accommodate 50 boys.

The development of the farm colony at Templeton has steadily progressed on the original lines. The first farm group has been in operation for two and one-half years, and the second for a full year. Each of these groups provides for 50 inmates. The third group of buildings is now completed and furnished, and will be occupied by a family of 50 boys within the coming week. A very homelike dwelling-house near the last group is all ready to be occupied by 20 of the very brightest of the boys.

The boys at the colony have been constantly occupied at useful work; they have enjoyed the most robust health, and they have been thoroughly happy and contented. I do not believe a single boy would exchange the homely comfort and freedom possible at the colony for their former surroundings at the home school at Waltham.

This year at the colony we had about twenty-five acres under the plough. Much of our land is good, strong soil, but for many years little stock has been kept on the farms, and the grass land has pretty well run out. We have excellent summer pasturage for a large herd of stock. This year we built and filled a silo at each of the two farm groups. We now have fifty-six head of milch cows and young stock, and shall increase our herd as fast as we can provide winter forage.

Our crops will be largely fodder crops, to enable us to raise milk, beef, etc., and potatoes and other vegetables for our own consumption. This year we supplied the colony with a very abundant supply of milk, potatoes, etc., and shipped the surplus to the home school at Waltham. We have this fall already shipped over two hundred barrels of fine fall apples to

Waltham, and shall ship at least three carloads of winter apples and several hundred bushels of potatoes.

In addition to the other work, the boys have cleared ten acres of rough woodland, removing the stones, stumps and bushes, practically creating that amount of fine arable, virgin soil, ready for cultivation.

The appropriation of 1900, Resolves, chapter 36, for buildings, etc., at Templeton colony, was \$50,000. We have expended \$37,889.83 in providing for 170 inmates. The unexpended balance of \$12,110.17 will be needed for permanent water supply, etc., according to the original estimate.

After many years of most loyal, faithful and intelligent service to the school, Miss E. W. Peterson, the bookkeeper and cashier, has resigned her position.

The home school at Waverley and the growing colony at Templeton have so far been managed without adding to our executive staff. It gives me great pleasure to testify to the fidelity and efficiency with which our officers and employees have performed their duties during this very busy year.

Respectfully submitted,

WALTER E. FERNALD,

Superintendent.

DR. MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED *in account with* RICHARD C. HUMPHREYS, *Treasurer.* CR.

October, 1901-1902.		October, 1901-1902.	
To payments during the year, viz :—		By receipts, as follows :—	
Balance due treasurer,	\$2,801 33	Income from funds,	\$2,669 90
Improvements at Templeton,	18,314 95	Collections at school, viz.:—	
Laundry and hospital,	11,890 51	Board and tuition (including \$5,283.33 for board of	\$40,878 25
Auditor's warrants for current expenses,	27,900 00	State custodial cases),	285 45
Rent box safety vault,	10 00	Clothing,	312 65
Expenses,	86,337 89	Sales,	
Collections at school, sent to State Treasurer,	34,540 24		41,476 35
W. E. Fernald, superintendent, to be used as a working capital,	2,000 00	State of Massachusetts, annual allowance balance,	17,500 00
Edward Lawrence, legal services, as per trustees' vote,	50 00	State of Massachusetts, for improvements at Templeton,	18,314 95
Investment :—		Legacy, estate of Matilda Goddard,	11,890 51
5 Nashua Street Railway Company bonds, at 102 $\frac{1}{2}$ and interest,	5,118 61	State of Massachusetts, for expenses,	500 00
10 Baltimore & Ohio Railroad bond*, at 91 $\frac{1}{8}$ and interest,	9,319 03	Collections at school (new account) :—	
50 shares Trimountain Trust Company, at 100 and interest,	5,052 60	Public board,	\$30,741 19
Note, Boston Safe Deposit and Trust Company,	10,000 00	Private board,	3,007 07
Balance in the hands of treasurer,	5,015 57	Farm products,	213 05
		Clothing,	428 63
		Miscellaneous,	150 40
		Working capital returned,	
			\$218,350 73
	\$218,350 73		

RICHARD C. HUMPHREYS, *Treasurer.*

Boston, Oct. 8, 1902.

I have examined the above account, and found the same correctly cast and properly vouched, and showing a balance in the hands of the treasurer of \$5,015.57.

CHAS. F. WYMAN, *Auditor.*

* The item \$86,337.89, State of Massachusetts, for expenses, should be \$86,317.89, by reason of a bill of \$20 having been included in July schedule, afterwards returned to the State. — CHAS. F. WYMAN, *Auditor.*

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT 30, 1902.

Salaries, wages and labor: —

Pay roll,	\$48,027 42
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Food: —

Butter and butterine,	\$2,433 50
Beans,	702 61
Bread and crackers,	35 06
Cereals, rice, meal, etc.,	1,506 49
Cheese,	64 37
Eggs,	357 97
Flour,	4,013 01
Fish,	632 54
Fruit,	624 87
Meats,	6,423 87
Milk,	6,580 14
Molasses,	325 59
Sugar,	1,755 77
Tea, coffee, bromo and cocoa,	341 97
Vegetables,	1,653 71
Sundries,	1,140 67
	<hr/>
	28,592 14

Clothing and clothing material: —

Boots, shoes and rubbers,	\$1,299 37
Clothing,	1,963 55
Dry goods for clothing and small wares,	3,044 78
Furnishing goods,	528 39
Hats and caps,	77 60
Leather and shoe findings,	292 99
	<hr/>
	7,206 68

Furnishings: —

Beds, bedding, table linen, etc.,	\$2,529 30
Brushes, brooms, etc.,	200 35
Carpets, rugs, etc.,	183 43

Crockery, glassware, cutlery, etc.,	\$337 79	
Furniture and upholstery,	519 19	
Kitchen furnishings,	619 64	
Wooden ware, buckets, pails, etc.,	96 42	
Sundries,	63 85	
	<hr/>	\$4,549 97

Heat, light and power:—

Coal,	\$5,159 01	
Wood,	46 25	
Oil,	382 56	
Sundries,	237 78	
	<hr/>	5,825 60

Repairs and improvements:—

Bricks,	\$231 55	
Cement, lime and plaster,	269 32	
Doors, sashes, etc.,	990 72	
Electrical work and supplies,	85 45	
Hardware,	794 06	
Lumber,	1,179 89	
Machinery, etc.,	184 99	
Paints, oils, glass, etc.,	1,354 34	
Plumbing, steam fitting and supplies,	1,519 08	
Roofing and materials,	82 54	
Mechanics and laborers (not on pay roll),	1,122 67	
Sundries,	526 81	
	<hr/>	8,341 42

Farm, stable and grounds:—

Blacksmith and supplies,	\$589 72	
Carriages, wagons and repairs,	314 05	
Fertilizers, vines, seeds, etc.,	944 49	
Hay, grain, etc.,	4,686 21	
Harness and repairs,	271 85	
Horses,	1,050 00	
Cows,	23 50	
Other live stock,	129 65	
Labor (not on pay roll),	69 40	
Tools, farm machines, etc.,	2,168 73	
Sundries,	15 31	
	<hr/>	10,262 91

Miscellaneous:—

Books, periodicals, etc.,	\$215 91	
Chapel services and entertainments,	616 95	
Freight, expressage and transportation,	1,301 90	
Funeral expenses,	129 00	
Gratuities,	32 50	
Hose, etc.,	88 17	
Ice,	440 99	

Labor (not on pay roll),	\$236 16	
Medicines and hospital supplies,	459 56	
Medical attendance, nurses, etc. (extra),	72 25	
Manual training supplies,	15 09	
Postage,	294 98	
Printing and printing supplies,	1 90	
Return of runaways,	44 21	
Soap and laundry supplies,	971 69	
Stationery and office supplies,	534 26	
School books and school supplies,	129 02	
Travel and expenses (officials),	400 95	
Telephone and telegraph,	400 12	
Water,	1,422 00	
Sundries,	368 32	
		<hr/>
		\$8,175 93
		<hr/>
Total,		\$120,982 07

CLASSIFICATION AND METHODS OF TRAINING AND INSTRUCTION.

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the

stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the schoolroom more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary con-

sideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the schoolroom.

The daily life of our institution is based upon and closely resembles

the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of

the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized.

At least once a week during the school year some evening entertainment is provided for the children, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stere-

opticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the schoolrooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horrors, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with

glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

LAWS RELATING TO THE MASSACHUSETTS SCHOOL
FOR THE FEEBLE-MINDED.

[ACTS OF 1850, CHAPTER 150.]

AN ACT TO INCORPORATE THE MASSACHUSETTS SCHOOL FOR IDIOTIC
AND FEEBLE-MINDED YOUTH.

Be it enacted, etc., as follows:

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECTION 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

[REVISED LAWS, CHAPTER 87.]

SECTION 113. There shall be six trustees, on the part of the commonwealth, of the Massachusetts school for the feeble-minded, two of whom shall be annually appointed by the governor, with the advice and consent of the council, for a term of three years.

SECTION 114. The annual appropriation for the support of said school shall be made upon condition that the board of trustees shall be composed of twelve persons, six of whom shall be appointed by the governor, with the advice and consent of the council; that the governor, lieutenant governor, secretary of the commonwealth, president of the senate, speaker of the house and the two chaplains of the general court shall constitute a board of visitors to visit and inspect the institution as often as they see fit, to examine the by-laws and regulations enacted by the corporation, and generally to see that the object of the institution is carried into effect; and that the members

of the general court for the time being shall be, *ex officiis*, visitors of the institution, and have the privilege, during the sessions, of inspecting it.

SECTION 115. The Massachusetts school for the feeble-minded shall maintain a school department for the instruction and education of feeble-minded persons who are within the school age or who in the judgment of the trustees thereof are capable of being benefited by school instruction, and a custodial department for the care and custody of feeble-minded persons beyond the school age or not capable of being benefited by school instruction.

SECTION 116. Persons received by said corporation shall from time to time be classified in said departments as the trustees shall see fit, and the trustees may receive and discharge pupils at their discretion and may at any time discharge any pupil or other inmate and cause him to be removed to his home or to the place of his settlement or to the custody of the state board of insanity. They may also allow any inmate to be absent on a visit for not more than three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence, unless, during such period, such inmate becomes a charge to the commonwealth elsewhere.

SECTION 117. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this commonwealth as shall be designated by the governor upon the recommendation of the secretary of the board of education. Special pupils may be received from any other state or province at a charge of not less than three hundred dollars a year. The trustees may also at their discretion receive, maintain and educate in the school department other feeble-minded persons, gratuitously or upon such terms as they may determine.

SECTION 118. If, upon application in writing, a judge of probate finds that a person is a proper subject for the Massachusetts school for the feeble-minded, he may commit him thereto by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician, who is a graduate of a legally organized medical college and who has practised three years in this commonwealth, that such person is a proper subject for said institution. The fee of the judge for hearing and determining the application shall be three dollars, and if he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, which shall be paid upon the certificate of the judge by the county in which such application was heard.

SECTION 119. A person who intends to apply for the commitment of a feeble-minded person under the provisions of the preceding section shall first give notice in writing to the overseers of the poor of the city or town in which such feeble-minded person resides, of such intention; but if such feeble-minded person resides in Boston, such notice shall be given to the institutions registrar or to the chairman of the insane hospital trustees instead of the overseers of the poor. Satisfactory evidence that such notice has been given shall be produced to the judge and shall accompany the order of commitment.

SECTION 120. The charges for the support of each inmate in the custodial department of said school shall be three dollars and twenty-five cents a week, and shall be paid quarterly. Such charges for those not having known settlements in the commonwealth shall, after approval by the state board of insanity, be paid by the commonwealth, and may afterward be recovered by the treasurer and receiver general of such inmates, if of sufficient ability, or of any person or kindred bound by law to maintain them, or of the place of their settlement, if subsequently ascertained; for those having known settlements in this commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement, unless security to the satisfaction of the trustees is given for such support. If any person or place refuses or neglects to pay such charges, or such amounts as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, the treasurer may recover the same to the use of the school as provided in section seventy-nine.

SECTION 121. A city or town which pays the charges and expenses for the support or removal of a feeble-minded person admitted to said school shall have like rights and remedies to recover the amount thereof with interest and costs from the place of his settlement, or from such person if of sufficient ability, or from any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECTION 122. The trustees of said school shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the amount appropriated by the commonwealth, the amount expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and employees, and such other information as the board may require, and shall also once in three months make a report to said board of the number of inmates received and discharged, respectively, during the preceding three

months, the whole number then in the institution and the number of beneficiaries supported by the commonwealth, and such other information as the board may require.

SECTION 123. The state board of insanity may from time to time transfer from the state hospital, state farm, or any of the state insane hospitals, to the Massachusetts school for the feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that he is a proper subject for said institution.

[RESOLVES OF 1900, CHAPTER 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*]

[RESOLVES OF 1901, CHAPTER 81.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty-five thousand dollars, to be expended at the Massachusetts School for the Feeble-minded under the direction of the trustees thereof for making additions to and alterations in the laundry, hospital and administration buildings. [*Approved May 29, 1901.*]

[ACTS OF 1902, CHAPTER 434, SECTION 2.]

From said loan expenditures may be made as follows: —

.

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding one hundred and thirty thousand dollars, for the following purposes: For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the same, for additions to the present electric lighting and heating plants, and for an addition to the administration building, so-called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D..

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. A public carriage may be found at the Waverley station. Friends of children may visit them on Wednesday, Thursday and Saturday afternoons. No visiting on holidays.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.



FIFTY-SIXTH ANNUAL REPORT
OF
THE TRUSTEES
OF THE
MASSACHUSETTS
SCHOOL FOR THE FEEBLE-MINDED
AT WALTHAM,
FOR THE
YEAR ENDING SEPTEMBER 30, 1903.



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TRUSTEES FOR 1903-1904.

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Vice-President.
JOHN S. DAMRELL.

Treasurer.
RICHARD C. HUMPHREYS.

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WILLIAM W. SWAN.

Auditor.
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Trustees.	
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FRANCIS J. BARNES,	CAMBRIDGE.
FRANCIS BARTLETT,	BOSTON.
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PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE LEGISLATURE DURING THE SESSION.

OFFICERS FOR 1903-1904.

Superintendent.

WALTER E. FERNALD, M.D.

First Assistant Physician.

GEORGE L. WALLACE, M.D.

Second Assistant Physician.

JOSEPH H. LADD, M.D.

Matron.

Miss AUGUSTA DAMRELL.

Teachers.

Miss L. L. MOULTON.

Mrs. S. E. SHAFFER.

Miss ADELLE HODGDON.

Miss ELIZABETH SHAW.

Director of Physical Training.

Miss CLARA B. ELLIS.

Sloyd Teacher.

Miss BERTHA JOHNSON.

Training Teachers.

Miss RUBY McPHEE.

Miss SARAH L. CRABTREE.

Miss MARGARET McALONEY.

Bandmaster.

Mr. GEORGE M. SMITH.

Instructor in Manual and Physical Training.

Mr. ERNEST W. RAY.

Bookkeeper.

Miss LOUELLA C. TAINTER.

Clerk.

Miss JOSEPHINE GRISWOLD.

Stenographer.

Miss EVA A. DUPLESSIS.

Storekeeper.

WESLEY JACQUES.

Matron of Farmhouse.

Miss CLARA McPHEE.

Matron of Girls' Dormitory.

Miss ELIZABETH KENNEDY.

Matron of Boys' Dormitory.
Miss CLARA BLOIS.

Matron at West Building.
Miss BERTHA MILLER.

Matron at North Building.
Miss MARGARET CAMERON.

Matron at North-west Building.
Miss MILDRED HELMS.

Matrons at Templeton Colony.

Mrs. BELLE HEDMAN.
Mrs. LAVINIA PIERSON.

Miss ELIZABETH H. BARNES.

Supervisors at Templeton Colony.

Mr. JOHN HEDMAN.
Mr. JOHN J. DONNELL.

Mr. KENNETH LANGILLE.

Farmer at Templeton Colony.
Mr. DAVID SMITH.

MEMBERS OF THE CORPORATION.

Charles Francis Adams, 2d, Concord.
Michael Anagnos, South Boston.
Nathan Appleton, Boston.
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Mrs. Isabel Barrows, New York.
Rev. Samuel Barrows, New York.
Francis Bartlett, Boston.
Charles P. Bowditch, Jamaica Plain.
Miss Ida Bryant, Boston.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Eliot C. Clarke, Boston.
Charles R. Codman, Boston.
Franklin L. Codman, Dorchester.
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Miss Caroline Yale, Northampton.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 15, 1903.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1903.

The number of feeble-minded persons of every description now present at the school at Waltham is 668, the number of adult males at the colony at Templeton is 132, — a total of 800. Of these, 328 are supported by the Commonwealth in the school department and 472 in the custodial department. There are 321 inmates supported in the custodial department by cities and towns; there are 37 beneficiaries of other States, paying, under the statute in such cases provided, \$300 each per year. There are 47 private pupils, supported in whole or in part by parents and guardians. As we stated in our report of last year, although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, all sharing equally, so far as may be, the advantage derived from the entire income.

Under the act of 1901 we have received from the Commonwealth for the school year beginning Sept. 30, 1901, and ending Sept. 30, 1902, for the support of State inmates in both the school department and the custodial department, \$67,769. We have received from cities and towns, for the support of inmates in the custodial department, \$53,276.24.

The current expenses for the school year have been \$142,584.43, or \$3.48 for each inmate per week.

By the act of 1902, \$95,000 were granted to us for these several purposes, namely, the erection of two new dormitories, an addition to the electric lighting and heating plants, and an addition to the administration building. Of this we have expended about \$15,000, in addition to \$12,000 left over from the appropriation of 1901 for the addition to the administration building, in all about \$27,000. This building has been completed, and gives entire satisfaction.

Under the same appropriation we have in process of construction a dormitory for the accommodation of about 60 young women, which will probably be completed early the coming winter, and which on completion will allow us to provide for 300 feeble-minded large girls, in all. Work upon it was discontinued early in June, and was not resumed until late in August, owing to a strike of the masons; and, owing to the same strike, we did not advertise for bids for work upon the second dormitory, which is to be occupied by males, until the second week in September, the contractors being unwilling to bid for the work during the strike. The work that could be done by our own big boys, in digging the cellar for this building and also the cellar for the manual and industrial training building, for which an appropriation was granted in June of the present year, has been done. Plans for the second dormitory, for the manual and industrial training building and for the enlargement of the bakery have been approved by the Board of Insanity, and contracts have now been signed for the prosecution of the work, all within our appropriations. No work has yet been done upon the house for the superintendent, for which an appropriation was granted in June last; nor has anything yet been done at Templeton under the appropriation of June last, to be applied, together with the sum of \$12,000 left over from the original appropriation of 1900, for the erection of a new set of buildings for a new colony. Indeed, we have not this year transferred or made preparations to transfer any of the big boys from Waltham to Templeton, since they have all been needed for work upon improvements at Waltham; and the boys at Templeton, instead of preparing for the reception

of another colony, have spent the year in renovating abandoned farms and in actual farm work. They have had a taste of the life which the Commonwealth will provide for her adult feeble-minded male population in the long future. The success of the colonies at Templeton exceeds all expectations.

The health of the inmates has been generally good, both at Waltham and at Templeton. Were it not that we receive at Waltham, as being within the first demand for admission, children already far within the shadow of death, our bills of mortality would show favorably with those of any city or town in the Commonwealth. The feeble-minded person's life is no longer to be regarded as short. With the care and attention he receives in an institution like this, he is likely to live even longer than the ordinary mortal, who is subjected to the vicissitudes of the world. On the healthful hills of Templeton his life will go on indefinitely. The quantities of fruit and vegetables raised by the inmates at Waltham and at Templeton have contributed much to their welfare. The feeble-minded person, as a general thing, has an enormous appetite for food; it cannot be restrained. Our people could not be supported, with all the expenses for officers, teachers and the numerous attendants, for the \$3.25 per week appropriated by law for that purpose, were it not for the product of our farms and the work contributed by our inmates, male and female.

There is a sentiment abroad that the employees, and particularly the attendants, of State institutions work too many hours. In this we acquiesce to a certain extent, at least so far as to feel that the time not actually devoted by our attendants to the care of the inmates should be, within certain limits, at their own disposal. We believe that it is not well, particularly for the female attendant, after a hard day's work, to have no place to go for rest or recreation except to the room now provided for her, opening out of the ward in which her work has in great part been done. We favor the erection for our attendants of separate dormitories, to consist of at least a separate room for each attendant, similar to those which we have lately provided for servants in the extension of the administration building, and probably a good-sized living room. And, for the purpose of carrying out these views this year, so

far as the female attendants are concerned, we ask for an appropriation of \$20,000, to be expended under the direction of the trustees, one-half for a dormitory, of a capacity for from 12 to 16 women, to be located upon the school side of the institution, and the other half for a similar building for a like number of women upon the custodial or west side of the institution.

The state of New Hampshire has withdrawn its inmates from the school, the Legislature of that State having in 1901 passed an act making provision for the establishment of a school for feeble-minded children in New Hampshire. About two hundred and fifty acres of good farming land has been purchased in the neighborhood of Laconia, N. H., upon which an old farmhouse has been repaired and enlarged for an administration building, another has been arranged as a school house and still another as a laundry; and a two-story brick dormitory to accommodate 60 children has been built. The superintendent of the school has during the last year spent much time studying our methods of caring for the feeble-minded, both at Waltham and Templeton. The new institution has our good wishes for its success.

We think it proper to give from time to time in these reports an account of the general condition of the school, more particularly for the information of the corporation, — a body of men and women who would keep alive the traditions of the school, and to whom one-half of the trustees owe the privilege of contributing to its work.

It is now almost a tradition only that this school was the first organized attempt in this country to better the condition of the unfortunate idiot. When we behold this estate here at Waltham, with its comfortable dormitories for 700 inmates and 150 attendants, and others building; when we see the school and industrial rooms, the gymnasium, the hospital, the laundry, the administration building, ugly until now, but to-day much beautified by its mere enlargement and by the appropriateness to its purpose of the entire building; when we pass through storeroom after storeroom in its cellars, filled with everything of a non-perishable nature that can be wanted for months to come; when we go to the colonies at Templeton, and behold

the permanent simple homes of 150 inmates, and more in progress; when we see the industrious, happy individuals there at work, — it is hard to realize that but two generations have passed since Dr. Howe first raised the cry, “a man overboard;” nor do we realize how far that voice has reached, and that its echoes will go on forever.

The school is indebted for its existence to Dr. Howe. Looking back through the annual reports and the unlimited appendixes printed with them, we find that before his decease he had considered most of the contingencies which might happen, and which have happened, in the life of our institution. Some of them, however, he could not foresee; but the school has been conducted as nearly as possible upon the lines laid down by him.

Now, Dr. Howe believed that idiocy is incurable, although the condition of the person afflicted can be ameliorated. There is something lacking that man cannot create. He is a charlatan, it was his opinion, who preaches to the contrary. “We must be careful,” he said, “not to hurt our cause by promising too much in the way of lessening its evils.” He also believed that a feeble-minded person, whatever may have been his advantages working to remedy his defect, will rapidly deteriorate under adverse circumstances. These two laws we regard as at the foundation of this school.

It was also Dr. Howe’s belief that all feeble-minded persons who come within organized care, whether of high grade or low grade, are susceptible of improvement according to their grade, and that all, after a few years of institutional discipline, should be returned to their homes; for it was his creed that idiocy is a punishment drawn down upon the offenders and upon their children, and, although something may be done to ease the burden, it must fall upon the parents, and when they cannot assume it, upon the parish or community in which the child is born. This religious belief in the hard doctrine of strict retribution appears throughout his writings, early and late.

It is here that we have departed somewhat from the course pursued by Dr. Howe. The doctor wrote before the tide of immigration had set so strongly to our shores. It was the original New England village to which the improved miss was

to be sent home, as if from a boarding school, to become a help to her mother, or in which the boy was to appear with half his ill-favoredness and clumsiness rubbed off. Soon after the good doctor was moved by compassion to help the little blind idiot, whom all others had passed by, when the idea of ameliorating the condition of idiots as a class had taken full possession of him, he was forced to hunt all through the Commonwealth for individuals upon whom he could test his theories. "I also travelled a great deal in search of pupils," he says.

But now only a small percentage of the feeble-minded persons of the Commonwealth are born of parentage strictly native; and the problem of idiocy which confronts us to-day is, what is to be done with the feeble-minded progeny of the foreign hordes that have settled and are settling among us.

The departure from the course pursued by Dr. Howe and his associates has been for the most part in an extension of the work. A little over twenty years ago the school had come to be, even to a greater degree than the school department has been until very recently, a school for improvable cases, by which was meant highly improvable cases. The more the child could be made to know, the more was he entitled to the benefits of the school. Two things had contributed to this: first, lack of funds in the early life of the school; and, second, the claim to recognition made on behalf of the brighter feeble-minded population. On the same principle that the Commonwealth provides high school instruction for pupils fitted for it who live in towns which cannot afford the expense, it assumed the burden of educating the feeble-minded portion of the community. It is not a privilege, but a right, that every child shall be accorded means for the full development of all his faculties. On the same reasoning, the trustees many years ago reopened the doors of the school to unimprovable feeble-minded persons, believing that with the funds at our disposal we should thereby confer a greater benefit to the community than we should by carrying forward the education of the improvable; and a little later, mindful that an early object of those interesting themselves in the cause was "to devise ways and means to prevent the increase of such unfortunate

and burdensome members of the community," we established a department for females of child-bearing age.

A few years since, finding that there were no suitable places to which many of our boys graduating from the school department could be sent, we founded our colony at Templeton for big boys and men, — a repetition, on an extensive scale, of our former experiment at the Howe farm.

Thus we now have in our charge feeble-minded persons of every description. How each branch of the school helps every other branch has often been told in these reports.

But do not imagine that all goes on without an effort, — that every newcomer drops into his proper place, and affairs go on quite evenly. These children come to us with the same characteristic habits that their predecessors brought with them fifty years ago; and it requires the same patience and tact, the same kindness and gentleness, the same discipline, that have always been necessary to make them decent and cleanly and orderly. From their numbers they admit of classification, the benefit of which is seen in the progress of individuals, and this is the great gain of a large school. But there are always some of them who must be dressed and undressed, there are always some who must be wakened from their sleep two or three times or more in the night and made to get up, reluctantly, to attend to their wants; there are always some who must be taught how to use a button, taught how to eat like a human being, — must be taught the very first principles of the proprieties of life. By day, the whole population must be kept in motion. There is little rest for the attendants. They must see that each child is busy, with his playthings, it may be. They must take monotonous walks with their charges around the circular tracks, with no corner in sight to suggest a halt. They must direct the carrying of stones from one pile to another, and then back again, and so on repeatedly. The big boys must be kept busy in the vegetable gardens or doing various kinds of work in doors and out doors, but they all require constant oversight. Even the big boys at the colony would rapidly deteriorate if not kept at work under the watchful supervision of an intelligent man. Let him be absent for a few hours, and on his return he will find universal idleness, and nothing accomplished.

Affairs are the same in the school proper. The stupid boy is not a particle less stupid than he was fifty years ago. It takes the same natural gift on the part of the teacher to impart a spark of wisdom to a mind absolutely blank that it required fifty years ago. The same general plan of instruction is followed. Methods which our instructors have pursued from the first in teaching an idiot child to spell h-o-r-s-e, first introduced by Seguin, Richards, Sumner and Howe, have been imported anew, and are now used in the common schools under the name of "object teaching" and "new education," to teach normal children to spell the same word, who know at the start almost everything about a horse except how to spell the word. Little that is taught in our schoolroom can be learned by the children from books.

We have paid much attention to physical training, a teacher highly skilled in the art having been employed to take general charge of this branch of tuition throughout the school. Our first object is to give to the inmates, so far as may be, sound bodies; beyond that, our aims are not high. We seek to make our children competent to do as well as may be in the walk in life to which they have been born; and this whether they are to remain with us, or are to be returned to their homes. In the words of one of these reports, written twenty-four years ago: "How to do the most good at the least cost, how to make the appropriation of the State go further in the direction of relief and improvement, have been the chief study of the trustees."

And here let us say that the changes in the Board of Trustees have been gradual. The oldest of the present trustees was for three years the associate of Dr. Howe. The next in order of age and service came upon the Board two years after the decease of the doctor. Associated for several years with these two were members who, some of them, were fellow trustees with Dr. Howe from the beginning, and all of them for several years. Most of the present Board have been co-workers in this charity for many years. We have worked with one aim,—the good of the school, and have been practically unanimous in recommendations to the corporation and Legislature.

There is another class of cases to be dealt with to-day that was not contemplated by our predecessors. The idea of delib-

erately shutting up large feeble-minded girls for the avowed purpose that they may not become mothers demands a modification of the original design of the school, which was to remedy, so far as may be, absolute defects of individuals. We seek to cut off a principal source of feeble-mindedness. But a difficulty arises. Who shall be included in the class of women who may not bear children? Most of them are readily distinguished from normal women by some obvious characteristic of feeble-mindedness, — their speech, their gait, their loose, unnatural make-up. These girls and women are an essential element of the school, as it is now conducted; we could ill do without them; they are useful in household work and in the laundry, and they make admirable “mind-ers.” Since the departure of the big boys for Templeton we have been able to keep them in great numbers; they have fallen into just their niche. But there are in the school other big girls and women. It is the tendency of alienists to trace criminal acts to a defect of moral power. “Moral imbecility” is a favorite term with them, used mostly in excuse for some delinquency; and now and then a girl who has none of the characteristics of feeble-mindedness mentioned above, but who is simply a lascivious person, is adjudged to be a moral imbecile. We have such cases. A few have developed at the school; more have been transferred to us from other institutions. It is difficult to draw a line between the girl who has gone astray, or may be led astray, by reason of a mental defect, and one who is merely a person of uncontrollable sexual desire. But, be the line a broad one or a narrow one, is this school to become a convenient “home” for girls of confessedly the latter description? In other words, is inordinate sexual passion on the part of a young woman to be regarded by the trustees as sufficient evidence of feeble-mindedness to hold her as an inmate of this institution? As may be conceived, these women, with their intellects strong enough in every particular save one, are ill adapted to mingle with our simpletons. They give us much trouble; they do little work; they are deceitful and designing; they change the unique character of the school. Particularly have the trustees considered the case of those who, having been sent by order of a court to a place of detention for a limited period, are before

the expiration of said period transferred to this school. Shall we turn the moral imbecile out into the world at the expiration of her original term of confinement, or shall we continue to hold her, as it were, under a life sentence? Is this school the only place to which such imbecile may be sent?

During the year there has been paid to the treasurer from the estate of Joseph B. Glover of Boston the sum of \$5,000. This gift is more than the equivalent of a free bed for [an inmate forever. It gives to the trustees an appreciable sum in addition, to be expended for the general welfare of all the inmates.

CHARLES FRANCIS ADAMS, 2D.

FRANCIS J. BARNES.

FRANCIS BARTLETT.

ELIZABETH E. COOLIDGE.

JOHN S. DAMRELL.

THOMAS W. DAVIS.

FREDERICK P. FISH.

SAMUEL HOAR.

WILLIAM W. SWAN.

CHARLES E. WARE.

FRANK G. WHEATLEY.

CHARLES F. WYMAN.

SUPERINTENDENT'S REPORT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1903 : —

	Males.	Females.	Totals.
Number present Sept. 30, 1902,	475	301	776
Admitted during the year,	55	42	97
Whole number present,	530	343	873
Discharged during the year,	39	10	49
Died during the year,	9	15	24
Number present Sept. 30, 1903,	482	318	800
Average number present,	480	305	785
School cases admitted,	28	15	43
Custodial cases admitted,	27	27	54
Private pupils now present,	30	17	47
Massachusetts school beneficiaries,	154	74	228
Custodial cases supported by State,	82	70	150
Custodial cases supported by cities and towns,	183	138	321
Beneficiaries of other New England States,	23	14	37
Applications for admissions during year,	—	—	269
Number at the Templeton colony,	132	—	132

Of the 97 admissions, 51 were young teachable pupils suitable for the school classes, and capable of much improvement ; there were 19 females over fourteen years of age, — one of

them a former pupil, seventeen years old, who was returned to the school pregnant; 9 were committed from the State Hospital at Tewksbury, 3 from the Lyman School for Boys and 1 from the Industrial School for Girls; 2 were juvenile offenders committed here from the police court; 3 boys were insane rather than feeble-minded; 1 was not feeble-minded; 4 very feeble tuberculous children were ill in bed from the day they were admitted, and lived but a short time.

Of the 49 discharges, 21 were kept at home by their friends for various reasons; 7 were kept at home to attend public school; 6 well-grown boys were kept at home to go to work, 4 of them receiving good wages; 5 moral imbeciles ran away, and were not returned; 3 New Hampshire beneficiaries were taken to the newly opened New Hampshire School for the Feeble-minded, at Laconia; 3 insane boys were discharged to the insane hospital; 1 was taken home by one of his friends, not improved; 1 boy who had been insane was discharged apparently perfectly recovered; 1 was taken away by overseers of the poor; and 1 was discharged as not feeble-minded.

There were 24 deaths during the year, — about 3 per cent. of the average number present. Of these, 7 resulted from epilepsy, 4 from pulmonary tuberculosis, 3 from general tuberculosis, 2 from organic brain disease, 2 from capillary bronchitis, and 1 each from cerebral embolism, acute pneumonia, organic heart disease, chronic nephritis, diphtheria, and accidental poisoning from corrosive sublimate.

The inmates have enjoyed vigorous physical health, as a rule. We have had no cases of contagious or infectious disease, except the one fatal case of diphtheria, which occurred in a very feeble young child.

All cases of serious illness among our inmates are now cared for in our new and convenient hospital. We are able to make them much more comfortable and give them better care than ever before.

We have continued our custom of sending children having defective eyesight to an oculist for examination and treatment. Thirty-one of these cases were fitted with glasses, adding very much to their comfort, and resulting in marked mental improvement in several cases.

There were 269 applications for admission during the year. Many of these cases have been promised admission as soon as the new dormitories are completed.

The current expenses for the past year have amounted to \$142,584.43, or \$3.48 per week for each inmate, — the highest per capita cost for many years. Last year the per capita cost was \$3.15 per week, but this rate did not include the cost of a full year's supply of coal, on account of the strike. This year we were compelled to pay very high prices for coal during the winter, and we have also paid for a large supply to be used during the coming winter. Our bills for coal for the year amounted to \$12,353.68, — more than double the amount expended for this purpose in any previous year.

The completion of the coal trestle and side track will enable us to procure our coal under more favorable conditions.

High prices have prevailed for all of the institution supplies for the entire year.

Each year public sentiment approves and requires a little higher standard of care for our inmates. For many years we have been gradually raising the standard of nursing and attendance. We have provided better food, better heating and ventilation, more elaborate school appliances, etc. At the same time, the relative number of attendants and employees has increased in accordance with the general movement in the direction of shorter hours of labor. The average per capita cost for maintenance remains about as it was fifteen years ago. The above results cannot be materially improved upon without a corresponding increase in the cost of support of our pupils.

Our schoolroom classes have been unusually successful. The carefully kept records for each pupil, definitely showing his acquirements and progress from term to term, are graphic evidences of the patient and skillful work of the teachers. The improvement of certain pupils as shown by these records is quite remarkable.

At the beginning of our school year the physical training of all our pupils was put under the direction of Miss C. B. Ellis, a graduate of the Boston Normal School of Gymnastics. She has shown excellent judgment and ability in planning and carrying out the formal gymnastic exercises, as well as the

games and competitive sports of the children. Much attention has been paid to individual cases of physical defect, especially in the lower grade cases. There has been a marked improvement in the average physical condition of the pupils, as shown by their bearing and carriage. The mental awakening resulting from the carefully carried out motor drill and the directed play has been very noticeable.

At the beginning of the present fall term the manual training classes were put in charge of Miss Bertha Johnson, a graduate of the Sloyd Training School of Boston. The sloyd work of the pupils compares favorably with that of the public school pupils of the same age.

The other classes in manual training, in painting, printing, cane-seating, practical carpentry, etc., have been as successful as usual. Every boy capable of such instruction receives regular training in these trades. We are especially proud of several classes of painters, who have so neatly and skillfully painted the inside walls and varnished the woodwork of the buildings completed this year. One former member of this class is now receiving good wages in Boston as a journeyman painter.

All of our boys, including those who are not fitted for the above classes, receive definite instruction in farm work and ordinary manual occupations. They are taught to plant corn, weed onions, pick peas, gather apples, etc. They learn to hold a cultivator, to drive a horse, to use a pick and shovel. Perhaps the most elementary exercise in this practical course in manual training is to learn to pick up stones and put them in a wagon or in a pile.

We believe that, for the average feeble-minded boy, this carefully planned instruction in ordinary manual occupations, involving the accurate use of rather large groups of muscles, where the boy himself can see the useful result of his work, does more to develop sound judgment and good sense than any other kind of training. This sort of training also directly fits a boy to be really useful all through his future life.

At the present time, in all except two of our buildings, the day attendants and nurses are now provided with sleeping rooms away from the wards. In these two buildings the

attendants still occupy sleeping rooms connected with the children's dormitories, and in a way have a feeling of responsibility even at night. These hard-worked attendants should have comfortable living and sleeping rooms in a separate building or buildings.

The two dormitories, one for boys and one for girls, authorized by the Legislature of 1902, are now under construction, and will be occupied during the coming year. These buildings will allow us to add 200 inmates to our population.

The addition to the administration building is completed and in use. This provides very comfortable single sleeping rooms for our female help, a home-like and restful sitting room for the female nurses and attendants, large and convenient store-rooms for supplies, and two very attractive dining rooms for employees and officers respectively. We have also fitted up a comfortable smoking and reading room for the male employees.

The new manual training building authorized by the Legislature of 1903 is now under construction, and will be ready for use within a few months. The addition for the bakery is contracted for, and will be built this fall.

The land for the proposed coal trestle and side track has been deeded to the Commonwealth, and we are negotiating with the railroad company for its construction.

One of the functions of a school of this sort is to provide clinical instruction for medical and other students. Graduating classes of medical students from the Tufts College Medical School, the Boston University Medical School, and usually from the Harvard University Medical School, visit the school once or more each year, and are each given a clinic, where they are shown groups of cases illustrating the various types of mental defect. Hundreds of physicians now in practice in this and other States have thus been familiarized with this important form of mental disease. Classes from Wellesley College, Harvard University and the State normal schools also visit the school, to observe matters of psychological or pedagogical interest. Many teachers and superintendents of schools visit and observe the school classes. In the course of a year a large number of parents, teachers and physicians come to the school, seeking advice as to the diagnosis and home treatment

of feeble-minded or peculiar children. Some of these patients are regularly brought here several times a year for observation and advice.

At the farm colony at Templeton the third farm group of buildings, accommodating 50 boys, with the necessary attendants, was opened early in October, 1902. We now have three farm groups, each for 50 boys, in successful operation. The appropriation of \$12,000 for a fourth group of buildings was received too late to use this year.

The boys at the colony have had a busy and happy season. We had about forty acres under the plough. Under direction the boys have done the greater part of the preparation of the land, the planting, cultivation and harvesting of the various crops. They have done the most of the work connected with the care of the stock, the most of the milking, and nearly all of the hand mowing and the rest of the haying. Last fall they picked twelve hundred barrels of apples; this year they harvested fourteen hundred bushels of potatoes, and they picked and sent to the children at Waverley over one thousand boxes of blackberries. They have thoroughly cleaned up about fifty acres of overgrown pastures, pulling out the stumps, bushes and stones, and turning it into first-class grazing land. They have also removed the large and numerous stones from about fifteen acres of land previously too stony for mowing or cultivation, but now made smooth and fertile.

The increase in the intelligence, good sense and manliness of these boys is very evident. Best of all, they are robust and healthy, and very happy and contented.

The parents and friends of many of these boys have visited them at the colony, and without exception have expressed pleasure and satisfaction at the content and well-being of the boys. We have reason for being well satisfied with the present condition of our farm colony.

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

DR. MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED *in account with* RICHARD C. HUMPHREYS, *Treasurer.* CR.

October, 1902-1903.		October, 1902-1903.	
To payments during the year, viz.:—		By receipts, as follows:—	
Addition to administration building,	\$25,325 92	Balance on hand,	\$5,015 57
Improvements at Templeton,	2,309 59	Income from funds,	2,679 62
North-north-west building,	1,408 27	State of Massachusetts:—	
Land at Waltham,	945 00	Addition to administration building,	\$25,325 92
Collections at school, old account, sent to State Treasurer:—		Improvements at Templeton,	2,309 59
Public board,	\$19,242 33	North-north-west building,	1,408 27
Private board,	1,561 66	Land at Waltham,	945 00
Clothing,	240 67		
Miscellaneous,	31 81	Legacy received, estate of Joseph P. Glover,	29,988 78
		Sale of securities:—	5,000 00
State of Massachusetts, expenses to W. E. Fernald, Superintendent,	21,077 47	2 Eastern Railroad bonds, at 107½,	\$2,175 17
Kidder, Peabody & Co., interest,	124,263 58	2 Fitchburg Railroad bonds, at 100.966,	2,019 51
Collections at school, sent to State Treasurer,	4 04	2 City of Chelsea bonds, at 101½,	2,032 00
Wright & Potter, printing report,	62,163 42	1 City of Cambridge bonds, at 100½,	1,024 00
Balance in the hands of treasurer,	25 35	4 Boston, Clinton & Fitchburg bonds, at 109,	4,430 00
	13,269 01	Note, Boston Safe Deposit and Trust Company,	10,000 00
		State of Massachusetts for expenses,	21,680 68
		Collections at school, new account:—	124,263 58
		Public board,	\$55,495 29
		Private board,	5,321 94
		Farm products,	237 06
		Clothing,	656 68
		Miscellaneous,	452 45
			62,163 42
			\$250,791 65

RICHARD C. HUMPHREYS, *Treasurer.*

Boston, Oct 12, 1903.

I have examined the above account, and found the same correctly cast and properly vouched, and showing a balance in the hands of the treasurer of \$13,269.01.

CHAS. F. WYMAN,
Auditor.

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1903.

Salaries, wages and labor: —	
Pay roll,	\$52,476 29
Food: —	
Butter and butterine,	\$2,659 69
Beans,	1,055 59
Bread and crackers,	37 62
Cereals, rice, meal, etc.,	1,457 70
Cheese,	85 75
Eggs,	564 85
Flour,	5,127 90
Fish,	752 65
Fruit,	683 22
Meats,	6,688 03
Milk,	6,765 37
Molasses,	300 85
Sugar,	2,388 27
Tea, coffee, broma and cocoa,	401 33
Vegetables,	1,638 16
Sundries,	1,097 44
	<hr/>
	31,704 42
Clothing and clothing material: —	
Boots, shoes and rubbers,	\$2,361 07
Clothing,	1,651 75
Dry goods for clothing, and small wares,	2,955 76
Furnishing goods,	1,109 51
Hats and caps,	140 60
Leather and shoe findings,	350 49
	<hr/>
	8,569 18
Furnishings: —	
Beds, bedding, table linen, etc.,	\$2,375 20
Brushes, brooms, etc.,	154 57
	<hr/>
Amounts carried forward,	\$2,529 77
	<hr/>
	\$92,749 89

<i>Amounts brought forward,</i>	\$2,529 77	\$92,749 89
Carpets, rugs, etc.,	240 18	
Crockery, glassware, cutlery, etc.,	244 71	
Furniture and upholstery,	1,698 27	
Kitchen furnishings,	934 02	
Wooden ware, buckets, pails, etc.,	179 13	
Sundries,	461 55	
		6,287 63
Heat, light and power: —		
Coal,	\$12,353 68	
Oil,	435 57	
Sundries,	291 58	
		13,080 83
Repairs and improvements: —		
Bricks,	\$290 80	
Cement, lime and plaster,	485 54	
Doors, sashes, etc.,	360 50	
Electrical work and supplies,	612 50	
Hardware,	870 64	
Lumber,	1,469 57	
Machinery, etc.,	455 41	
Paints, oils, glass, etc.,	1,648 07	
Plumbing, steam fitting and supplies,	1,715 70	
Roofing and materials,	8 59	
Mechanics and laborers (not on pay roll),	1,894 44	
Sundries,	527 88	
		10,339 64
Farm, stable and grounds: —		
Blacksmith and supplies,	\$775 29	
Carriages, wagons and repairs,	321 30	
Fertilizers, vines, seeds, etc.,	1,470 28	
Hay, grain, etc.,	4,517 69	
Harness and repairs,	423 55	
Horses,	885 00	
Cows,	522 50	
Other live stock,	127 12	
Tools, farm machines, etc,	1,465 29	
		10,508 02
Miscellaneous: —		
Books, periodicals, etc.,	\$155 80	
Chapel services and entertainments,	693 20	
Freight, expressage and transportation,	1,577 31	
Funeral expenses,	174 00	
Hose, etc,	11 65	
Ice,	536 33	
Labor (not on pay roll),	58 74	
<i>Amounts carried forward,</i>	\$3,207 03	\$132,966 01

CLASSIFICATION AND METHODS OF TRAINING AND INSTRUCTION.

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar

to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the schoolroom more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans

of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the schoolroom.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the

laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized.

At least once a week during the school year some evening entertainment is provided for the children, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stere-

opticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the schoolrooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horrors, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for

a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

LAWS RELATING TO THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED.

[ACTS OF 1850, CHAPTER 150.]

AN ACT TO INCORPORATE THE MASSACHUSETTS SCHOOL FOR IDIOTIC AND FEEBLE-MINDED YOUTH.

Be it enacted, etc., as follows:

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECTION 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

[REVISED LAWS, CHAPTER 87.]

SECTION 113. There shall be six trustees, on the part of the commonwealth, of the Massachusetts school for the feeble-minded, two of whom shall be annually appointed by the governor, with the advice and consent of the council, for a term of three years.

SECTION 114. The annual appropriation for the support of said school shall be made upon condition that the board of trustees shall be composed of twelve persons, six of whom shall be appointed by the governor, with the advice and consent of the council; that the governor, lieutenant governor, secretary of the commonwealth, president of the senate, speaker of the house and the two chaplains of the general court shall constitute a board of visitors to visit and inspect the institution as often as they see fit, to examine the by-laws and regulations enacted by the corporation, and generally to see that the

object of the institution is carried into effect; and that the members of the general court for the time being shall be, *ex officiis*, visitors of the institution, and have the privilege, during the sessions, of inspecting it.

SECTION 115. The Massachusetts school for the feeble-minded shall maintain a school department for the instruction and education of feeble-minded persons who are within the school age or who in the judgment of the trustees thereof are capable of being benefited by school instruction, and a custodial department for the care and custody of feeble-minded persons beyond the school age or not capable of being benefited by school instruction.

SECTION 116. Persons received by said corporation shall from time to time be classified in said departments as the trustees shall see fit, and the trustees may receive and discharge pupils at their discretion and may at any time discharge any pupil or other inmate and cause him to be removed to his home or to the place of his settlement or to the custody of the state board of insanity. They may also allow any inmate to be absent on a visit for not more than three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence, unless, during such period, such inmate becomes a charge to the commonwealth elsewhere.

SECTION 117. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this commonwealth as shall be designated by the governor upon the recommendation of the secretary of the board of education. Special pupils may be received from any other state or province at a charge of not less than three hundred dollars a year. The trustees may also at their discretion receive, maintain and educate in the school department other feeble-minded persons, gratuitously or upon such terms as they may determine.

SECTION 118. If, upon application in writing, a judge of probate finds that a person is a proper subject for the Massachusetts school for the feeble-minded, he may commit him thereto by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician, who is a graduate of a legally organized medical college and who has practised three years in this commonwealth, that such person is a proper subject for said institution. The fee of the judge for hearing and determining the application shall be three dollars, and if he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, which shall be paid upon

the certificate of the judge by the county in which such application was heard.

SECTION 119. A person who intends to apply for the commitment of a feeble-minded person under the provisions of the preceding section shall first give notice in writing to the overseers of the poor of the city or town in which such feeble-minded person resides, of such intention; but if such feeble-minded person resides in Boston, such notice shall be given to the institutions registrar or to the chairman of the insane hospital trustees instead of the overseers of the poor. Satisfactory evidence that such notice has been given shall be produced to the judge and shall accompany the order of commitment.

SECTION 120. The charges for the support of each inmate in the custodial department of said school shall be three dollars and twenty-five cents a week, and shall be paid quarterly. Such charges for those not having known settlements in the commonwealth shall, after approval by the state board of insanity, be paid by the commonwealth, and may afterward be recovered by the treasurer and receiver general of such inmates, if of sufficient ability, or of any person or kindred bound by law to maintain them, or of the place of their settlement, if subsequently ascertained; for those having known settlements in this commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement, unless security to the satisfaction of the trustees is given for such support. If any person or place refuses or neglects to pay such charges, or such amounts as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, the treasurer may recover the same to the use of the school as provided in section seventy-nine.

SECTION 121. A city or town which pays the charges and expenses for the support or removal of a feeble-minded person admitted to said school shall have like rights and remedies to recover the amount thereof with interest and costs from the place of his settlement, or from such person if of sufficient ability, or from any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECTION 122. The trustees of said school shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the amount appropriated by the commonwealth, the amount expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and employees, and such other

information as the board may require, and shall also once in three months make a report to said board of the number of inmates received and discharged, respectively, during the preceding three months, the whole number then in the institution and the number of beneficiaries supported by the commonwealth, and such other information as the board may require.

SECTION 123. The state board of insanity may from time to time transfer from the state hospital, state farm, or any of the state insane hospitals, to the Massachusetts school for the feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that he is a proper subject for said institution.

[RESOLVES OF 1900, CHAPTER 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*]

[RESOLVES OF 1901, CHAPTER 81.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty-five thousand dollars, to be expended at the Massachusetts School for the Feeble-minded under the direction of the trustees thereof for making additions to and alterations in the laundry, hospital and administration buildings. [*Approved May 29, 1901.*]

[ACTS OF 1902, CHAPTER 434, SECTION 2.]

From said loan expenditures may be made as follows: —

.

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding one hundred and thirty thousand dollars, for the following purposes: For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the

same, for additions to the present electric lighting and heating plants, and for an addition to the administration building, so-called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

[ACTS OF 1903, CHAPTER 414, SECTION 2.]

From the loan aforesaid expenditures may be made as follows: —

.

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding forty thousand dollars, for the following purposes: For a group of farm buildings at the colony at Templeton of sufficient capacity to accommodate fifty inmates, a sum not exceeding twelve thousand dollars; for enlarging the bakery at Waltham, a sum not exceeding four thousand dollars; for a house at Waltham for the superintendent and his family, and for furnishing the same, a sum not exceeding eight thousand dollars; for a building at Waltham to be used for manual and industrial training, a sum not exceeding sixteen thousand dollars.

[RESOLVES OF 1903, CHAPTER 72.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding seventy-five hundred dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for procuring a side-track and coal-pockets on the Boston and Maine Railroad at Clematis Brook, for the permanent use of said school: *provided, however*, that the amount herein stated shall not become available until the owners of the land to be occupied shall convey to the Commonwealth, the right to construct, maintain and use tracks, coal pockets and trestles thereon, and a right of way from the public streets thereto, all such rights to continue for the benefit of the Commonwealth for so long a time as the premises shall be used as aforesaid. [*Approved May 5, 1903.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circum-

stances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof: *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, about one-half mile from the Clematis Brook stations and about one mile from the Waverley stations of the Fitchburg and Massachusetts Central railroads. Electric cars leave the subway, Boston, for Waverley every fifteen minutes. A public carriage may be found at the *Waverley* station. Friends of children may visit them on Wednesday, Thursday and Saturday afternoons. No visiting on holidays.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.



FIFTY-SEVENTH ANNUAL REPORT
OF
THE TRUSTEES
OF THE
MASSACHUSETTS
SCHOOL FOR THE FEEBLE-MINDED
AT WALTHAM,
FOR THE
YEAR ENDING SEPTEMBER 30, 1904.



BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1905.



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TRUSTEES FOR 1904-1905.

President.
WILLIAM W. SWAN.

Vice-President.
JOHN S. DAMRELL.

Treasurer.
RICHARD C. HUMPHREYS.

Secretary.
CHARLES E. WARE.

Auditor.
CHARLES F. WYMAN.

Trustees.

CHARLES FRANCIS ADAMS, 2d,	. . . . .	CONCORD.
FRANCIS J. BARNES,	. . . . .	CAMBRIDGE.
FRANCIS BARTLETT,	. . . . .	BOSTON.
ELIZABETH E. COOLIDGE,	. . . . .	CAMBRIDGE.
JOHN S. DAMRELL,	. . . . .	BOSTON.
THOMAS W. DAVIS,	. . . . .	BELMONT.
FREDERICK P. FISH,	. . . . .	BROOKLINE.
WILLIAM W. SWAN,	. . . . .	BROOKLINE.
CHARLES E. WARE,	. . . . .	FITCHBURG.
JOSEPH B. WARNER,	. . . . .	BOSTON.
FRANK G. WHEATLEY,	. . . . .	ABINGTON.
CHARLES F. WYMAN,	. . . . .	CAMBRIDGE.

State Board of Visitors, ex officio.

GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE,
PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE GENERAL COURT.

OFFICERS FOR 1904-1905.

Superintendent.

WALTER E. FERNALD, M.D.

First Assistant Physician.

GEORGE L. WALLACE, M.D.

Assistant Physicians.

JOSEPH H. LADD, M.D.

GEORGE S. BLISS, M.D.

ANNIE M. WALLACE, M.D.

Matron.

Miss AUGUSTA DAMRELL.

Teachers.

Miss L. L. MOULTON.

Mrs. S. E. SHAFFER.

Miss ELLA L. STEWART.

Miss ELIZABETH SHAW.

Director of Physical Training.

Miss CLARA B. ELLIS.

Sloyd Teacher.

Miss BERTHA JOHNSON.

Training Teachers.

Miss RUBY MCPHEE.

Miss SARAH L. CRABTREE.

Miss MARGARET McALONEY.

Bandmaster.

Mr. GEORGE M. SMITH.

Instructors in Manual and Physical Training.

Mr. ERNEST W. RAY.

Mr. JAMES SAUNDERS.

Bookkeeper.

Miss LOUELLA C. TAINTER.

Storekeeper.

Mr. WESLEY JACQUES.

Matron of Farmhouse.

Miss CLARA MCPHEE.

Matron of Girls' Dormitory.

Miss OBEVIA McDONALD.

Matron of Boys' Dormitory.
MISS CLARA BLOIS.

Matron at West Building.
MISS MILDRED HELMS.

Matron at North Building.
MISS MARGARET CAMERON.

Matron at North-west Building.
MISS MARGARET MEEHAN.

Matrons at Templeton Colony.

MRS. BELLE HEDMAN.
MRS. LAVINIA DONNELL.

MISS ELIZABETH H. BARNES.

Supervisors at Templeton Colony.

MR. JOHN HEDMAN.
MR. JOHN J. DONNELL.

MR. WELLINGTON HANSELL.

Farmer at Templeton Colony.
MR. DAVID SMITH.

MEMBERS OF THE CORPORATION.

Charles Francis Adams, 2d, Concord.
Michael Anagnos, South Boston.
Nathan Appleton, Boston.
Francis J. Barnes, M.D., Cambridge.
Mrs. Isabel Barrows, New York.
Rev. Samuel Barrows, New York.
Francis Bartlett, Boston.
Charles P. Bowditch, Jamaica Plain.
Miss Ida Bryant, Boston.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Eliot C. Clarke, Boston.
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Franklin L. Codman, Dorchester.
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John E. S. Damrell, Boston.
Thomas W. Davis, Belmont.
Henry G. Denny, Boston.
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Rev. C. R. Eliot, Boston.
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Miss Ellen Emerson, Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
Frederick P. Fish, Brookline.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
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Rev. C. E. Harrington, Waltham.
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F. G. Wheatley, M.D., N. Abington.
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Henry A. Wood, M.D., Waltham.
Chas. F. Wyman, Cambridge.
Miss Caroline Yale, Northampton.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 13, 1904.

*To the Corporation, His Excellency the Governor, the Legislature, and the
State Board of Insanity.*

The trustees have the honor to present their annual report for the year ending Sept. 30, 1904.

The number of feeble-minded persons of every description who have been present at the school at Waltham or the colony at Templeton during the year has been 900. There have been discharged during the year 24 males, 11 females, — a total of 35. There have been admitted 65 males and 35 females, — a total of 100. The number of applications has been 240. The number of feeble-minded persons of every description now present at the school at Waltham is 720, the number of large boys and men at the colony at Templeton is 127, — a total of 847. Of these, 256 are supported by the Commonwealth in the school department and 162 in the custodial department. There are 334 inmates supported in the custodial department by cities and towns; there are 32 beneficiaries of other States, paying, under the statute in such cases provided, \$300 each per year. There are 48 private pupils, supported in whole or in part by parents and guardians. The corporation supports 15 inmates designated by name on the records of the school. The income of our private funds is spent for a few old inmates, who but for it must be sent to the almshouse of their settlement. Although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, all sharing equally so far as may be the advantage derived from

the entire income. Of course this is not strictly accurate in individual cases. For instance, an average school pupil costs more than an average custodial case, since the average salaries of the teachers amount to a larger sum than the average wages of the attendants, and the average school pupil must be charged something for care and attendance outside of the schoolroom. In the custodial department there are extreme cases, — of the sick, depraved, helpless idiot, who comes here to die, and requires ceaseless supervision of considerable skill, and the big girl who half pays her way in the laundry.

The whole number of paid persons of every description living on the premises in charge of the 900 inmates, either at Waltham or at Templeton, at the close of the year, Sept. 30, 1904, was 168. The new dormitories at Waltham and the buildings for the new colony at Templeton will allow us to care for 250 more inmates than heretofore.

We have received from the Commonwealth for the year beginning Jan. 1, 1904, and ending Dec. 31, 1904, for the support of State inmates in both the school department and the custodial department, \$66,348. We have received from cities and towns for the support of inmates in the custodial department for the school year beginning Sept. 30, 1903, and ending Sept. 30, 1904, \$55,250.95. We have received for private pupils during the school year, \$7,273.63. We have received from other States than Massachusetts for their beneficiaries, \$10,633.51. The treasurer has paid to our current expense fund, or transferred thereto from interest received on our invested funds, for the support of 15 inmates, the sum of \$5,591.85, of which \$726.07 has been due on account of the 15 inmates for the present year, the remainder being an amount which should have been transferred in previous years on account of inmates supported by the corporation. The current expenses of the school year have been \$150,453.49, or \$3.53 for each inmate per week. These are financial facts; but, since our own accounts are kept by the school year, which ends September 30, and there is always a large sum due at that date and not paid by cities and towns, and since by State direction we pay our bills monthly, while the State makes its appropriation for the current year, made available some time in June, running from January 1 to January 1, upon a system of averages made up in November

of the preceding year, it is impossible to present at the close of the school year a statement of our receipts and expenditures that will balance.

The marked event of the year in the school life has been the death of our much-beloved and highly respected president, Samuel Hoar, who died April 11, 1904, in his fifty-ninth year. His familiarity with business matters, his habit of giving attention to details, his tenderness of heart, eminently fitted him to be at the head of a corporation like this. He had been on the Board of Trustees for nineteen years, and for nineteen years had been a leading spirit in regulating the course of procedure of the school. The trustees' appreciation of his worth and their sense of the loss sustained by the corporation and themselves by his death will be found in a statement entered upon the records of the school at the quarterly meeting of the trustees, held July 14, 1904, which will be printed with this report.

The year just now passed has been at Waltham a busy year. Two new dormitories to accommodate 200 inmates, and two dormitories for female attendants accommodating 21 each, a manual and industrial training building, and an enlargement of the bakery and kitchen in the administration building, have been substantially completed. The addition to the electric lighting plant, involving new boilers and engines and an addition to the laundry building, and the new wiring of nearly all the buildings, new and old, has also been substantially finished. Work upon the superintendent's house has so far progressed that it can be finished in the early winter. The money for the dormitories for inmates was appropriated in 1902. When asking for it in 1901 we said that two additional dormitories would be eventually required at Waltham to complete our plant at Waltham. Accordingly we ask this year for a special appropriation of \$85,000, to be expended in the erection of two dormitories at Waltham, of sufficient capacity to accommodate 200 inmates. These buildings will be completed in 1907. We shall then, with slight additions to our heating and lighting plants, have a fully equipped plant for 1,000 inmates. This will be our limit, unless from time to time as the years roll on we shall erect new dormitories for feeble-minded women who have come to old age, when they can no longer be economically employed at any labor. We

ask this year for a special appropriation of \$8,000, to be expended in alterations of the administration building when the superintendent and his family shall have removed therefrom, and in building fire-proof drying rooms over the new engine room in the boiler house and laundry and for fire proofing the West building. We ask also for Templeton a special appropriation of \$16,000, to be expended in buildings for a new colony.

It must be borne in mind that these appropriations are asked for nearly a year before the money will be placed at our disposal. In the nature of things we cannot get from mechanics proposals for doing the work in advance of our petition to the Legislature. We can only guess at amounts of future expenses by sums expended for similar work heretofore, and that method of guessing in the present condition of the labor market and building material market is very uncertain.

Under a special appropriation of 1903 we have built a side track on the Boston & Maine Railroad at Clematis Brook, upon which coal pockets will be provided for the permanent use of the school. By this track we have already received a full supply of coal for the coming year, purchased in one lot upon most favorable terms. The appropriation was upon the condition that it should not become available until the owners of the land to be occupied should convey to the Commonwealth the right to construct, maintain and use tracks, coal pockets and trestles thereon, and a right of way from the public streets thereto. This conveyance was duly made by the owners of the land, the understanding being, although not expressed in writing, that the owners of the land, who have a greenhouse in the vicinity, should retain the right to use a sufficient length of the side track to establish for themselves coal pockets of a capacity sufficient to enable the owners to procure and receive at one purchase about 1,000 tons of coal. Our pockets were to be at the extreme end of the side track, and those retained were to be between our pockets and the main line of the railroad, a proper fence and gate separating the two premises. The location of this fence is named as a westerly bound in the deed to the Commonwealth which was recorded. But now that the side track is completed, it is found that the grade over the land reserved to the owners is such that cars will not stand upon it to deliver coal, and that only a very small quantity of coal

can be stored beneath the trestle on the land reserved to the owners. The owners of the land have accordingly requested us to extend our end of the trestle still further out from the main tracks of the railroad, they to convey to the Commonwealth the same rights over the new land required for this purpose, and the Commonwealth to release, so far as it consistently can, the rights hitherto acquired over an equal amount of land and trestle thereon to the east of said fence or location. This request seems to the trustees to be equitable, and they therefore hereby petition the Legislature for authority to extend, as aforesaid, the trestle already built, and that an exchange of rights over the new land and the old be authorized. This can be done within the original appropriation of \$7,500.

The colony at Templeton fully answers all our hopes. The boys are contented and happy. With the exception of a few cripples, they work under intelligent supervision as if work were a pastime. One is at once struck with the freedom from care that is everywhere evident in their faces. Strangely enough, the compassion we often feel for those whose lot it is to labor for themselves and their families day after day through the years, without hope or thought of getting on in the world, is not excited here. All is enjoyment, and Saturday afternoons all is merriment. They are kind to one another; an excited word is rarely heard, a blow is rarely struck. They are fond of animals, and never cruel to them. The dumb cattle follow the boys about in the fields.

We speak of the colony at Templeton, and then again we speak of the colonies. There are in fact three of these colonies, or camps, they might be called, except for their permanency. We find that it has worked admirably to put the boys by fifties, under the charge, each fifty, of an intelligent working man and his wife, or under the charge of a sympathetic working matron and a working man, the two not being married, depending for more scientific supervision upon weekly visits by our superintendent or some one of the three doctors upon his staff. We have no disposition at present to employ permanent or resident high-grade supervision at the colonies. We have proceeded upon the family plan. Care is taken that the matron shall be an honest, plain cook, and shall be of a temper and disposition to make her family love and respect

her. The boys have been so thoroughly trained at Waltham that all goes on easily within doors at Templeton. Their behavior at meals is exemplary. They always clean themselves up in the wash room of their dormitory before going to the dining room in the farm house where live the matron and her assistants. Their evenings are spent in the presence of the matron and assistants, at quiet games or reading story books. They rise early, — those who assist in the care of the cattle very early. By day their life is that of a farmer's boy, — ploughing, planting, hoeing, harvesting, getting wood, pulling stumps, building walls and roads, all under the supervision of the farmer or paid working man and his assistants. In doors and out these young farmers require the help and oversight in the fields of one suitable paid person to about a dozen boys. They are good boys, but need a master. Without supervision, fifty of them would not in a fortnight accomplish work that could be done by two of them in two days.

The school at Waltham and the colony at Templeton are carried on together as a systematic whole. The advantage of the school as a preparation for life at the colony cannot be better stated than by quoting from an annual report, written twelve years ago, before the establishment of a colony was thought of, when we were congratulating ourselves upon the removal to Waltham a few months back of the last group of inmates from South Boston; when we were beginning to feel that it would be best for all concerned, that it would be for the economy of the Commonwealth and for the welfare of many of the inmates, to retain them at the school for an indefinite period. Then we had at Waltham 95 acres of land; then we had erected or had in contemplation of erecting accommodations for 400 inmates. To-day we have at Waltham buildings for 800 inmates, with generally superb accommodations for 150 paid persons to care for the 800 inmates. And we have at Templeton unlimited resources for the custody of boys and men whom it is now the determined policy of the school to keep upon its roll till death.

Twelve years ago we said: —

The principal feature in the school department has been the introduction of a system of manual training known as the Russian system.

It was brought to this country from Moscow, in the form of an educational exhibit for the Centennial Exposition at Philadelphia, where it was discovered by one of the leading educators of this State. It has lately been adopted in a large number of the public grammar schools in several States as a part of the regular course of instruction. Its object is solely the development of the child, and it does not concern itself with the thing created by its work. It is thus to be distinguished from industrial training, in which it is sought to make the work done by the pupil of some pecuniary advantage either to himself or to the person, corporation or government at whose charge he gets his instruction. The peculiar adaptability of this system of manual training to the education of the feeble-minded will be recognized after reading the superintendent's report. The name implies the mere training of the hand, but every movement of the hand results from, or is accompanied by, a movement of the mind. Yet the mind is not at any time taxed beyond the easy comprehension of the child. He is not at the beginning mystified or overcome with a shadowy idea of construction. He learns to saw straight. He comes to know when he saws straight. He knows when he saws crooked. He knows the difference between the two. He learns to plane a surface to a level. He comes to know when the surface is level. As he saws straight and planes straight, his muscles become more and more accurate in their movements. If he has no organic defects, he gets to see straight, to walk straight. It may take a long time before he can saw straight and plane to a level. He is given a chisel. With it he cuts to lines. Then he himself draws the lines. He makes measurements. By gradual steps he makes a mortise without the faintest idea of anything to be done with it. At length he fits two pieces of wood together; and he does not do this without having a pretty fair understanding why they fit, or at least a pretty accurate comprehension of what he must do to make two pieces of wood fit together well. The poor fellow's brain has kept company with his hands.

Industrial training in shops may follow to some extent; and if our boys remain long enough, we may, perhaps, have work shops to a considerable measure self-supporting. We do not, however, expect much in this direction.

Now, instead of the workshops we have the farm; and the poor fellow whose brain has kept company with his hands at Waltham makes a good farm hand. Unconsciously his brain has continued to improve. He has absorbed something of the theory of farming, — probably as much as is within the comprehension of one-half the farm laborers in the country. He has gained some knowledge of the work of the stone mason

and the carpenter. He at least knows the object of his work, when he helps the stone mason or the carpenter. When these boys are digging a cellar or a well, they know what they are doing and why they do the work. They know and remember that they are repeating what they did for their own colony, and have since done for another. When they see batter boards raised up at one place two feet from the ground and at another ten or twelve, they know that the foundations of the building are to be carried up to the level of the batter boards, and that they must get a large amount of stone for one side of the building and little at the other. They know that sooner or later there will be completed houses for a colony just like those of their own colony, and that finally a group of boys will come up from Waverley and live in them. These are the feeble-minded boys that sixty years ago were utterly neglected. Truly the preparatory life at Waltham is essential to the life in the colony; and the life in the colony is an ideal life for those who must remain a charge to the public till death.

The advantage of the partnership between the colony and the school is not wholly on the side of the colony. There is a noticeable improvement in the health and general appearance of the inmates at Waltham, resulting from the products of the farm sent to the school. And this partnership extends to matters of finance. For instance, it is expected that the coming year an ample supply of milk for the use of the entire school will be sent to Waltham from the farm; and apples, potatoes, beets, cabbages, etc., will be sent in great quantities. The saving in the milk bill alone will amount to several thousands of dollars; and the inmate who eats his proportion of potatoes, beets, cabbages, carrots, etc., will consume less wheat bread or oat meal porridge, or articles of food which must be purchased. In return, the money saved in the milk and flour bills will be expended at the colony, in keeping up or renewing the stock, for farming implements, for fruit trees and vines and shrubs, and for fertilizers for the ensilage fields.

There are still but three of these colonies. The buildings for a fourth, following the general plan of the other three, will be ready for occupancy before winter. It was our intention to send to Templeton the fifty boys who are to form this colony in the early spring last past, sheltering them in tents, that

they might do the foundation work and grading necessary for their future home, themselves, but we found that the boys were needed at Waltham for the immense amount of similar work to be done there; therefore we have kept them back, and have let the boys of the other colonies do their work for them.

In the early days of these reports they filled an important place in literature. They treated of matters new in this Commonwealth and new to the country. They and an occasional magazine article written by their authors contained all that was known in the community upon the subject of idiocy. The object for which they were written was not so much for a record of what had been accomplished, as to awaken in the Legislature, and through the Legislature in the people, a sense of moral responsibility for the condition of idiots. We cannot to-day realize the brutish condition to which these helpless people had been allowed everywhere to fall. Before the agitation in their behalf was started, the idea of establishing a school for the relief of idiots would have been rejected and ridiculed by the community at large as an illusion of visionary and unpractical minds.

That the school succeeded was due to these reports. The beginning was with the true idiot, the mere animal in human form, as may be seen in the report of the commissioners appointed by the Governor in 1846 to inquire into the condition of these people throughout the Commonwealth. This report of 1846 set forth that:—

Common observation, the official report of the various town officers, and the research of commissioners appointed for the special purpose, all concur in showing that there is a large number of idiotic persons in the Commonwealth who live in a state of brutish ignorance, idleness and degradation, and go down to the grave like brutes that perish, without a ray of religious moral intellectual light; and experience has shown that, where such persons are taken at a proper age, they may be trained to habits of decency, industry and sobriety, and lifted up from the slough of mere animal existence to the platform of humanity; and the State admits the claims of every one of its children to a share in the common blessings of education, and provides it by special enactments and at great expense for those who cannot be taught in common schools, such as the blind and mutes; and idiots,

the most helpless and wretched of all, are most in need of skilful instruction; and that religion and humanity demand that a fair trial should be made of their capacity for improvement.

No better statement could be made of the condition of affairs which it was the design of the experimental school, then authorized, to remedy.

The good work progressed. In 1851, when the school was incorporated, the joint committee of the Legislature on public charitable institutions reported:—

Your committee have visited this school and been highly gratified by what they saw; the experiment seems to have succeeded entirely. The capacity of this unfortunate class for improvement seems to be proved beyond question, . . . and, considering that other classes of the unfortunates who can be taught have had special provision made for their education, therefore, your committee respectfully submit the following resolves.

During all this time the work was tentative. Four or five years later, in the report of 1855, it appears that the trustees, considering the limited means at their disposal, were of the opinion that only those should be admitted to the school whose age and condition gave chance for improvement. The school idea prevailed. The nearer the child was to the child fitted for ordinary common school instruction, the more welcome he was as an inmate. But the trustees or their superintendent could not always tell. Since it was difficult in many cases and impossible in some to ascertain at sight whether the child was capable of improvement, some were admitted to be soon discharged as incapable of improvement, which meant incapable of improvement by school instruction.

Says the report of 1855:—

The chief objects aimed at have been, first, to put the pupils into the best possible condition of health and vigor; to develop strength and activity of body; and to train them to the command and use of muscle and limb. Second, to check inordinate animal appetites; to correct unseemly habits; to accustom them to temperance, cleanliness, and order; and to strengthen their power of self-control, so that they may be at least less unsightly or disagreeable to others. Third, to train them to some habits of industry, so that they may be at least less burdensome to others in after life. Fourth, to develop

as far as possible their mental faculties and moral sentiments, by exercises and lessons suitable to their feeble condition and capacities, and thus to elevate them in the scale of humanity.

In 1855 the school had been opened to girls, and the unexpected result had followed that the school had been of greater advantage to girls than to boys.

Such was the life at the school at this time (1855) and for some twenty-five years thereafter. The school increased in numbers to somewhat over 100 pupils (there were 90 on the average in 1879, and 108 on the average in 1880), who remained at the school for some five or six or seven years, and then were returned to their homes. There was no custodial department.

During all this time we were a private corporation, receiving from the Commonwealth an annual appropriation, always upon the condition that we would support and train a stated number of idiotic persons designated by the Governor. We were economical and thrifty and made some money, but we always dealt fairly by the State in return for her appropriations, supporting at the school from 30 to 50 per cent. more indigent inmates on her account than we were required by the appropriation. We did even more than this. In 1880, when we were required to support 55 inmates on the part of the State, we had at the close of the year 104 State cases out of 120. We had a few private paying cases, including beneficiaries from other States. The law required us to take children of parents who were not wealthy at a charge not exceeding the actual average cost of all the inmates. To the receipts from wealthy cases and beneficiaries from other States and a few legacies the private funds of the corporation may be credited. The Commonwealth has always been represented on the Board of Trustees, at first having four of the twelve, and since 1878 having six out of the twelve.

About 1880 some of the more recently appointed or elected trustees began to agitate the subject of a custodial department. Whatever might be the merits of the school proper, they felt that there was urgent need in the community for an institution which should train the hopeless idiot, who had been rejected at our doors for thirty years as unimprovable. The early

experiment had shown, as we have seen, that he could be vastly improved. The arguments of these new members found favor with the old members, some of whom had been on the Board from near the beginning of the school; and the result was that the custodial department was established, not by law, but by the trustees or corporation under their general power. Then came the retention of our large girls, who had no home to which they could be sent on finishing at school. Then came the experiment at the Howe farm.

And finally, in 1883, the custodial department was established by law; but by the same act by which it was established our school department so far as State cases were concerned was pauperized, all State inmates being put upon the same footing; and the charges for the support of all cases, whether school or custodial, with the exception of our private cases and cases from other States, were laid upon the inmates themselves, or, in case of poverty, upon the places of settlement, and when the settlement was not known, upon the Commonwealth.

Up to this time the indigent idiot who had no settlement in the State could only be sent, by the court or trial justice having jurisdiction of his case, to the State almshouse, there to be supported, governed and employed in the same manner as persons sent to any almshouse by the overseers of the poor. If he had a settlement, he was placed in the almshouse of his settlement, like any other pauper. In 1883 the power to commit to the school was given to judges of the probate and municipal courts, probably for the benefit of the school rather than for the inmates or for the community at large; since authority was given to the trustees to receive the person committed, or to send him to his own home, or to the State almshouse, or to the place of his settlement, if in their judgment he ought not to be received into the institution. The taking of school cases from other States and the Provinces was legalized by the statute of 1883, and we could still take private cases on any terms we saw fit. We were still a private institution, largely assisted by the Commonwealth, which depended upon the trustees appointed upon the part of the State and the same annual Board of Visitors, as at present, to look out for its interest in the inmates. We were independent of any other Board.

In 1886 we were still a private corporation, located on our own premises at South Boston, the home of the institution from the beginning of the school. In 1887 the State gave us, in response to our prayers, the sum of \$20,000 to purchase land for our removal to a more extended field of operations; and the next year we were given \$200,000, to be expended under the direction of the trustees in the erection of new buildings on the estate we had in the meantime purchased at Waltham, but on the condition that we should deed the newly purchased land to the Commonwealth. This we cheerfully did. Indeed, when we came to sell our South Boston estate, we spent the money obtained for it in building on the Commonwealth's land at Waltham the plain but beautiful dormitory for women, which has been the type of all our dormitories erected since that date, and has been copied far and wide by other institutions. We recognized, as stated in a report a little later, that there was —

a partnership for charitable purposes between the State and the corporation, each being represented by six trustees. The State provides nearly all the money required by the trustees for the active management of the school, and holds the title to a large proportion of the property in use; while the corporation through its membership gives to the trustees the assistance of a large number of intelligent men and women, who, some through inheritance or association, others through a sense of duty, and all through a feeling of compassion for human suffering in its most degraded and loathsome form, take a deep interest in promoting the welfare of idiots and feeble-minded.

We recognized, too, that, although we held the title deeds of the South Boston property, that property had been given to us by the State in trust for feeble-minded persons of the State. We rendered unto Caesar the things that are Caesar's.

By the act of 1886 the Commonwealth again assumed the cost of the education of the pupils in the school department. The Legislature recognized the force of the plea made at the beginning of the school, to put the indigent idiot upon the same footing as the indigent blind person and the indigent deaf mute, so far as he was capable of benefit from school instruction. The original petition, we will say in passing, had been for all idiots; and we still are of the opinion that the

Commonwealth in its majesty should require the training of all idiotic persons within its domain, according to methods substantially as practised at this institution, either at the expense of the place of settlement or at its own expense, as a matter of right possessed by the individual.

No provision was made in 1886 as to the number of persons we were to take in the school department on the part of the Commonwealth; but we were allowed the sum of \$20,000 for the maintenance and education of such persons as should be designated by the Governor, upon the recommendation of the secretary of the State Board of Education. For the State custodial cases we received the sum of \$3.25 per week, and the same charge was made to cities and towns for their custodial cases. Beneficiaries of other States and the Provinces were to be charged \$300 each per year, and we could take private pupils at our own terms.

The power to commit to the school was continued to judges of a probate or a municipal court; and this was probably still a provision in favor of the school rather than for the inmate or the community at large, for although authority was not given to the trustees to reject a case so committed as in the act of 1883, they were still given the authority to discharge any pupil or other inmate either to his home or the place of his settlement.

By the act of 1886 the trustees were directed to make an annual report to the State Board of Education of pretty much all matters that had been contained in our reports to the corporation and Legislature; and we were also directed to submit our accounts for the support of inmates in the custodial department by the Commonwealth to the Board of Lunacy and Charity for approval. To the State Board of Lunacy and Charity was also given the power to transfer to the school from the State Almshouse and certain other institutions any inmate whose condition would be benefited by said transfer, upon the certificate of a physician that he is a proper subject for the institution.

Thus, by this act of 1886 for the first time some other person or board of officers than the corporation and the trustees of this school and the Governor was authorized to be interested in any way in the care and custody of the feeble-minded in this

Commonwealth. Up to 1886 all reports had been made direct to the Legislature. Our work at that time had been mostly tentative.

Since 1886 there has been no substantial change in the law relating to this school. Since 1886 year after year we have reported the result of our work to the Legislature, occasionally making recommendations regarding our future growth, which have been approved. Dr. Eliot and Dr. Tarbell, of our Board of Trustees, were well-recognized authorities in all matters concerning the feeble-minded. The State had unlimited confidence in those great philanthropists.

We got valuable suggestions from the boards which were associated with us by the act of 1886, just as we did later when we founded our Templeton colony from the department of health and other departments in the service of the Commonwealth. In 1898 the duties of the State Board of Education and the State Board of Lunacy and Charity were given to the Board of Insanity, with which Board our relations have always been most cordial and intimate. But we believe that we ourselves are wholly responsible for the conduct of the school, although under their supervision. The founding of the custodial department, and its extension to include the care of grown feeble-minded women and the colony at Templeton, have been our work. Members of the corporation it is feared take less interest in our life than in early days, but this is to be expected, for matters are on a firm foundation; the corporation and the trustees recognize that we are for the most part a State institution, doing State work, but we claim the credit of having built up for the Commonwealth a model institution, of which she may well be proud.

This is a somewhat extended review of the past. It is made for the information of the Legislature, an ever-changing body, who cannot be expected to know much about pre-existing provisions for the care of the feeble-minded persons of the Commonwealth. It may also be regarded as a preface to the following opinion regarding the future of the school:—

It is the opinion of the trustees that it is for the best interest of the feeble-minded themselves and for the good of the Commonwealth that the school should be conducted mainly upon the lines upon which it has been conducted in the late past.

There should be, as now, a school department, in which there shall be admitted yearly a large number of feeble-minded children capable of being benefited by school instruction, who shall for five or six or seven years be trained to habits of order, obedience, cleanliness and industry, and then as a rule be returned to their homes. The present custodial department should be continued for boys and men and girls and women, and in connection with it the colony at Templeton for boys and men. To the custodial department should be admitted, first, cases, that as a general thing must remain until death, — the most disgusting cases of idiocy, the sick, the deformed, — cases that it is for the absolute good of the community from which they are taken that they shall be banished from sight forever. Second, feeble-minded big boys and men and big girls and women, who are too old to learn from books, who will remain here, the males until they are fitted for Templeton, where they are destined to spend the remainder of their lives; while the big girls and women, including such as, having finished in the school department, have no homes to which they can be sent, will be kept here indefinitely, probably for life, in order that they may not become mothers.

As we have said several times of late, the most notable departure from the original design of the school has been the admission of these big girls and women of feeble intellect, and the retention of large girls who have been pupils in the school proper. This is a feature in which we take pride, even more than we take in the colony at Templeton, although the visible results are not so striking. It is the feature of our institution which appeals most to the hearts of the people of the Commonwealth. It is a feature which could not exist except in an institution of the comprehensive nature of our own. That the life of these females is on the whole a happy life, we have often shown. They exhibit few signs of discontent. This feature of the school should be preserved.

We have gone further in this direction. We have sought to extend our protection over women who have gone wrong or may go wrong in their sexual relations, and yet, owing to mental weakness, are morally irresponsible for their conduct. These women are moral imbeciles; and it is the sentiment of the people at large, and we ourselves believe, that protection

should be given them, — that they should be kept permanently away from men, both for their own good and for the good of the community. But there should be absolute mental defect as well as moral obliquity before they are received in this school. We can go on building dormitories for the protection of our grown up girls indefinitely, and care for them in great numbers at little expense, especially if the Legislature shall at some time not too remote cause to be removed to the Hospital for Epileptics our inmates who are afflicted with epilepsy; but women with none of the obvious characteristics of feeble-mindedness, — such as defective speech, awkward gait, unnatural make-up, — women in whom it is difficult to detect any mental defect, unless an unusual development of sexual passion be attributed to mental defect, are ill-adapted to mingle with our good-natured simpletons. Such women must be kept under lock and key, — they need constant, wearisome watching. As against her guardian, the female moral imbecile is an artful foe within herself. We object, however, and this is an objection we have often made, to receiving from other philanthropic institutions, either reformatory or charitable, public or private, girls whose real offense is want of chastity, but who have been sent from their homes as wayward, stubborn girls, who have needed institutional care and restraint, but instead of receiving this have been placed out in country homes, to become the plaything of a hired man employed at the same house, or of half the idle men and boys of the village, until finally, hardened and well seasoned in crime, they are thrown back into the hands of the well-meaning philanthropists who have corrupted a community. We have often said no one woman is able to safe-guard a girl or woman who has strong inclinations to go wrong, and no amount of professional or purely philanthropic visiting will keep her in the paths of virtue.

A notion largely prevails in the community that pretty much all crime is evidence of moral imbecility on the part of the offender, and more particularly that the birth of an illegitimate child is evidence of moral imbecility on the part of the mother; and women who should be sent as criminals to a reformatory for a term of years are sent here on a sentence for life. To us there is something abhorrent in shutting up a girl in an asylum

for idiots, to be released only by death, simply because she is lewd.

Most women who offend against chastity are anything but feeble-minded. Prostitutes at the beginning of their career are neat and orderly. As a rule they are kind-hearted, generous, honest and truthful. They rarely at any time are instrumental in bringing a sister into their fold. They are more or less repentant; yet no one understands better than they that their offence against society will not be forgiven by society. They mostly come from the country, and have mostly fallen from virtue by reason of the too free intercourse between the sexes existing in country life. Some are city-born and lead a double life, pursuing a lawful and remunerative occupation in addition to that which is illicit. The downward course of all these women is rapid, but they are not feeble-minded. The law interposes, as is the case with all other females, only for the protection of those who are under the age of sixteen. This school is not an institution for the amelioration of the condition of fallen women of any age.

We note with satisfaction that an attempt is being made in large cities to care for such feeble-minded children of their own as are capable of improvement by school instruction, in schools especially devoted to such purpose, apart from schools for normal pupils. This will relieve a pressure for admission to our school department. But great care should be taken by the city authorities in permitting children to be sent to a school for the feeble-minded without the consent of parents. The matter is even more important than the commitment of a child to our custodial department. No ordinary schoolmaster or ordinary schoolmistress is capable of judging whether a child is feeble-minded within the statute. We have known boys, who have been deemed by their teachers stupid to the last degree, to suddenly wake up, go to college, do well there, and afterwards prove to be eminent citizens. Only the judge of a court, upon the certificate under oath of a duly qualified physician, should have the power of committing a child to any feeble-minded school without the consent of its parents.

For further details regarding the condition of the inmates under our charge and work accomplished by them during the year, we refer to the report of our superintendent, Dr. Fernald,

the value of whose labors for the past eighteen years, in behalf of the feeble-minded of the Commonwealth, both those under his direct care and many remaining at private homes with their parents, cannot be too highly estimated.

CHARLES FRANCIS ADAMS, 2D.

FRANCIS J. BARNES.

FRANCIS BARTLETT.

ELIZABETH E. COOLIDGE.

JOHN S. DAMRELL.

THOMAS W. DAVIS.


FREDERICK P. FISH.

WILLIAM W. SWAN.

CHARLES E. WARE.

FRANK G. WHEATLEY.

CHARLES F. WYMAN.



Samuel Hoar of Concord, president of the Massachusetts School for the Feeble-minded, died at his home in his native town of Concord, Monday, April 11, 1904, in his fifty-ninth year. He was the second Samuel Hoar of Concord to die a trustee of this school, his grandfather, of the same name and town, having been one of the originators of the school and having held the office of trustee at the time of his death in 1857. His own father, Ebenezer Rockwood Hoar, son of Samuel Hoar, senior, succeeding his father, had also been a trustee until his promotion to the bench as a justice of the supreme judicial court of the Commonwealth had rendered the holding of the office of trustee incompatible with the higher duty. Judge Hoar had been succeeded in the office of trustee by his sister's husband, Robert Boyd Storer, who in turn upon his death was succeeded by his son, William Brandt Storer, an own cousin to our Samuel Hoar. In the mean time George Grosvenor Tarbell, a near kinsman, had for six years been superintendent of the school, and upon the death of William Brandt Storer in 1884, resigning the office of superintendent, had been appointed trustee, and in 1898 had been made president. Samuel Hoar was appointed trustee in 1885, and in 1902, upon the death of George Grosvenor Tarbell, had been elected president. Thus by inheritance the interests of the school were dear to our late president.

Since his death the town of Concord, the Unitarian Church and Harvard University have all expressed their recognition of the deep obligations they are under for services rendered to them by Samuel Hoar, and their appreciation of his noble character. The Suffolk bar, the supreme judicial court of the Commonwealth, and social clubs of Concord and Boston have offered their tributes to his memory. Many letters of a personal nature descriptive of his character have been written, and some of them have been published. We, too, the trustees of this school, claim a part of him, and would record our sense of the loss sustained by the school and ourselves by his death.


Samuel Hoar was an earnest, self-reliant, straightforward

man. He had a strong personality. He had unflinching courage. He was generous and benevolent. He had much common sense. He was a man of large affairs, and had a profound knowledge of human nature. He was a distinguished private citizen; an able lawyer, with a large professional practice. To us, his associate trustees, an observable trait of his character was the facility with which he came to a decision in any matter under consideration. To this faculty, no doubt, was due the amount of work he was able to give to matters of a philanthropic and public nature outside of his profession.

Of the educational and charitable institutions to which he gave the benefit of his legal and business experience, this school in his estimation was not the least in importance. At the time of his death he was the third trustee in length of service. In nineteen years he had given to the cause of the feeble-minded much study. More and more was he pained at the thought, which more and more came upon him, that there is no cure for the mind that is wanting. More and more did he believe in the necessity of the school for the welfare of the inmates and for the good of the community from which the unfortunate children are withdrawn. The charity had ceased to be repulsive to him. He looked upon it philosophically, with the aim to do the greatest good with the greatest economy. He had a happy faculty of impressing his views upon the Legislature. That we have this beautiful home at Waverley and the extensive colony at Templeton is largely due to his representations to that body.

We shall miss his cordial greeting at our meetings. We shall miss his counsels in our deliberations; his effective statement of a proposition. We shall miss his humor. We shall miss the bright, cheery member of this little band of co-workers. The entire school felt the influence of his sunny disposition.

His labors are over. He rests in peace. With wounded hearts we go on with our task.



SUPERINTENDENT'S REPORT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1904 : —

	Males.	Females.	Totals.
Number present Sept. 30, 1903,	482	318	800
Admitted during the year,	65	35	100
Whole number present,	547	353	900
Discharged during the year,	24	11	35
Died during the year,	10	8	18
Number present Sept. 30, 1904,	513	334	847
Average number present,	489	326	815
School cases admitted,	36	12	48
Custodial cases admitted,	29	23	52
Private pupils now present,	30	18	48
Massachusetts school beneficiaries,	175	81	256
Custodial cases supported by State,	97	65	162
Custodial cases supported by cities and towns,	182	152	334
Beneficiaries of other New England States,	20	12	32
Number at the Templeton colony,	127	—	127
Applications for admission during year,	—	—	240

Of the 100 admissions, 31 were young, teachable pupils ; there were 16 females over fourteen years of age ; 8 were juvenile epileptics ; 8 were paralyzed ; 10 were very feeble,

physically; 3 were insane, and were taken away by their friends; 2 were blind.

Of the 35 discharges, 9 were kept at home for various reasons; 1 was kept at home to attend public school; 6 New England beneficiaries were withdrawn to make room for younger pupils; 4 insane boys were taken home by their relatives; 4 boys were taken home to work for wages; 3 boys, pronounced moral imbeciles, ran away and were not returned; 1 girl of seventeen was abducted by her relatives; 1 girl, a moral imbecile of seventeen, was taken away by her guardian, to be committed to Sherborn Reformatory as a stubborn child; 1 was taken away by overseers of the poor; and 1 boy was killed by a railroad train while at home on his summer vacation.

There were 18 deaths during the year, — less than three per cent. of the average number present. Of these, 3 resulted from organic heart disease, 3 from acute pneumonia, 2 from epilepsy, 2 from organic brain disease, 2 from pulmonary tuberculosis, 2 from general tuberculosis, and 1 each from acute miliary tuberculosis, pyæmia, intestinal obstruction and acute gastritis.

The general health of the inmates has been excellent throughout the year. With the exception of a prolonged series of cases of mumps, there have been no cases of infectious or contagious disease among our inmates.

There were 240 applications for admission during the year. Of these, we were able to admit only a small number, the majority of the admissions being applicants of former years, who have long been on the waiting list.

The parents of these children pathetically plead for an opportunity for the training and education of their children while they are young and capable of improvement. It is a striking fact, however, that the reason for the great majority of the applications is based upon the relief needed for the mother, the family or the neighborhood, with the prospective educational benefit to the child himself as a secondary consideration.

The great majority of these applicants are the children of parents in moderate or straightened circumstances. Few laboring men or mechanics or small farmers are able to pay any appreciable rate for the care and education of the defective child, without depriving other children of proper food or clothing or opportunities for ordinary education. These cases can

be trained or cared for only at public expense in some form. A very large proportion of our applicants expect the State or the town to assume the cost of the future support of the child. If State support should be extended to the feeble-minded, as is now done with the insane, the number of applicants would be greatly increased.

The current expenses have amounted to \$150,453.49, or \$3.53 per week for each inmate. This per capita cost is a little higher than usual, for several reasons. The average price of standard supplies for the institution has been much higher than for many years past. The long, severe winter caused us to use a large amount of coal. The extensive alterations and additions to our service plant necessitated various unforeseen expenditures, not properly chargeable to the new construction. At the new coal trestle we have a stack of over 2,000 tons of coal, paid for out of this year's account. We have also added four outside hydrants for fire protection, with the connecting water mains.

In our school and training classes we have an unusually able and enthusiastic staff of teachers in every department. We have everything needed in the way of appliances and equipment. Our school department, as a whole, was never so well organized as at the present time. The pupils in the various classes have shown definite and satisfactory improvement.

The new manual training building is completed and in use. On the basement floor are the shops for the repairing of shoes and general repairs to furniture, etc. On the first floor are the sloyd class room, the class room for general manual training, a small printing office, and the room for band practice. On the second floor are the girls' class room for beginners in needlework, darning, mending, etc., and the large sewing room. These new class rooms are well lighted and ventilated, and give us fine facilities for carrying on this most important part of our work.

Here at Waltham and at the colony we have had eleven new buildings, or additions to buildings, under construction during the year. These building operations have greatly added to the duties and cares of the entire staff; and it gives me great pleasure to testify to the willingness and fidelity which the officers and employees have shown in meeting these extra

responsibilities, in addition to the regular work of the institution. Without this co-operation it would have been impossible to complete our buildings within the sum appropriated. Our regular force of employees and our splendid corps of working boys have excavated the basements, dug and teamed stone for foundations, dug trenches for sewer and water pipes, mixed concrete, cut and handled pipe for the steam fitter, done all the painting and varnishing inside and outside the buildings, graded around all the buildings, and teamed much of the building material. The educational value of this constructive work for our boys has been very noticeable. One big, strong boy of twenty, for years destructive, idle and vicious, has worked with the steam fitter for over a year, cutting and threading pipe on a machine as well as a skilled mechanic would do it, and doing a full day's work every day.

The farm colony at Templeton is one of the most successful and satisfactory departments of the institution. The three groups of farm buildings now accommodate 128 adult, able-bodied male inmates, who lead a natural, happy, country life, with a minimum of restraint and all the liberty they can properly use. They are kept busy with the farm work, the development of the estate of 2,000 acres, and the rough work connected with the construction of new buildings. This year they have excavated the basements for the fourth group of farm buildings, teamed the stone for the foundation walls, made trenches for water pipes and sewer, and dug a fine well for a water supply.

This year we had about 50 acres under the plough. We had 21 acres of corn for ensilage and fodder, and 20 acres of potatoes. We shall harvest over 2,000 bushels of potatoes, 400 barrels of apples, and other bountiful crops, all used as a part of the food supply of the institution. The products of the farm not used at the colony are shipped to the home school at Waltham. The boys picked and sent to the school over 1,000 boxes of blueberries. The fruit and vegetables from the colony have enabled us to make the inmates' dietary much more varied and palatable.

The bread for the colony is baked at the school at Waltham and sent to Templeton in barrels. These barrels are filled with fruit and sent back to the school. The freight charge for

a barrel of bread is less than the cost of an empty barrel at Templeton.

We are developing a fine herd of milch cows, and within a few years we expect to supply the school at Waltham with pure milk, raised on our own farm largely by the labor of our boys. The old worn-out farm land is being gradually ploughed and put under good cultivation. The boys are kept busy all the time. They are rugged and stalwart, and full of life and good humor. They are the happiest class of our inmates. Farm work, under homelike conditions, is the ideal occupation for this class of defectives. The fourth group of farm buildings will be ready for occupancy within a few months.

Respectfully submitted,

WALTER E. FERNALD, M.D.,

Superintendent.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
in account with RICHARD C. HUMPHREYS, *Treasurer.*

October, 1903–October, 1904.

To payments during the year, viz.:—

New buildings and improvements:—

Manual training school,	\$13,631 82
Dormitories,	74,663 66
Addition to bakery,	4,000 00
Improvements at Templeton,	7,499 76
Coal trestle,	5,709 23
Nurses' homes,	5,500 00
Electric plant,	3,023 43

\$114,027 90

State of Massachusetts, expenses to W. E. Fernald,
 superintendent,

159,316 39

Collections at school sent to State Treasurer,

79,741 37

Board of inmates paid from income,

7,500 00

Wright & Potter, printing,

42 61

Edgar G. Fisher, professional services,

10 00

Balance in hands of treasurer,

8,778 75

\$369,417 02

October, 1903–October, 1904.

By receipts as follows:—

Balance on hand, \$13,269 01

Income from funds, 3,062 35

State of Massachusetts, new buildings and improve-
 ments:—

Manual training school,	\$13,631 82
Dormitories,	74,663 66
Addition to bakery,	4,000 00
Improvements at Templeton,	7,499 76
Coal trestle,	5,709 23
Nurses' homes,	5,500 00
Electric plant,	3,023 43

114,027 90

Amount carried forward, \$130,359 26

<i>Amount brought forward,</i>	.	.	.	.	.	\$130,359 26
State of Massachusetts, for expenses,	.	.	.	.	.	159,316 39
Collections at school : —						
Public board,	.	.	.	.	.	\$65,896 57
Private board,	.	.	.	.	.	12,865 86
Farm products,	.	.	.	.	.	236 90
Clothing,	.	.	.	.	.	422 88
Miscellaneous,	.	.	.	.	.	319 16
						<hr/> 79,741 37
						<hr/> \$369,417 02

RICHARD C. HUMPHREYS, *Treasurer.*

BOSTON, Oct. 11, 1904.

I have examined the above account, and found the same correctly cast and properly vouched, and showing a balance in the hands of the treasurer of \$8,778.75.

CHAS. F. WYMAN

Auditor.

ANALYSIS OF EXPENDITURES,

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1904.

Salaries, wages and labor:—

Pay roll,	\$56,981 09
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Food:—

Butter,	\$1,867 16
Butterine,	962 25
Beans,	821 71
Bread and crackers,	397 90
Cereals, rice, meal, etc.,	1,341 74
Cheese,	114 01
Eggs,	594 69
Flour,	5,214 80
Fish,	899 85
Fruit,	664 06
Meats,	7,775 07
Milk,	7,284 28
Molasses,	364 39
Sugar,	2,258 13
Tea, coffee, broma and cocoa,	420 35
Vegetables,	1,413 18
Sundries, ¹	834 20

33,227 77

Clothing and clothing material:—

Boots, shoes and rubbers,	\$1,964 21
Clothing,	1,307 27
Dry goods for clothing and small wares,	1,339 64
Furnishing goods,	1,090 03
Hats and caps,	141 63
Leather and shoe findings,	242 45

6,085 23

Furnishings:—

Beds, bedding, table linen, etc.,	\$1,837 79
Brushes, brooms, etc.,	287 57
Carpets, rugs, etc.,	239 66

<i>Amounts carried forward,</i>	\$2,365 02	\$96,294 09
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<i>Amounts brought forward,</i>	\$2,365 02	\$96,294 09
Crockery, glassware, cutlery, etc.,	400 07	
Furniture and upholstery,	1,709 31	
Kitchen furnishings,	1,263 59	
Wooden ware, buckets, pails, etc.,	395 47	
		6,133 46
Heat, light and power : —		
Coal,	\$14,989 86	
Oil,	539 62	
Sundries,	147 64	
		15,677 12
Repairs and improvements : —		
Bricks,	\$1,256 27	
Cement, lime and plaster,	1,439 07	
Doors, sashes, etc.,	15 05	
Electrical work and supplies,	288 90	
Hardware,	972 75	
Lumber,	900 82	
Machinery, etc.,	43 74	
Paints, oil, glass, etc.,	1,377 54	
Plumbing, steam fitting and supplies,	2,215 83	
Roofing and materials,	714 18	
Mechanics and laborers (not on pay roll),	2,195 51	
Sundries,	52 98	
		11,472 64
Farm, stable and grounds : —		
Blacksmith and supplies,	\$876 20	
Carriages, wagons and repairs,	754 38	
Fertilizers, vines, seeds, etc.,	1,550 48	
Hay, grain, etc.,	5,451 10	
Harness and repairs,	240 65	
Horses,	1,016 75	
Cows,	26 00	
Other live stock,	139 50	
Tools, farm machines, etc.,	1,087 81	
		11,142 87
Miscellaneous : —		
Books, periodicals, etc.,	\$148 65	
Chapel services and entertainments,	510 93	
Freight, expressage and transportation,	1,492 60	
Funeral expenses,	106 00	
Hose, etc.,	99 92	
Ice,	555 09	
Labor (not on pay roll),	126 04	
Medicines and hospital supplies,	612 69	
Medical attendance, nurses, etc. (extra),	373 25	
Manual training supplies,	184 27	
<i>Amounts carried forward,</i>	\$4,209 44	\$140,720 18

Amounts brought forward,	\$4,209 44	\$140,720 18
Postage,	279 95	
Printing and printing supplies,	1 50	
Return of runaways,	55 48	
Soap and laundry supplies,	875 24	
Stationery and office supplies,	668 99	
School books and school supplies,	470 64	
Travel and expenses (officials),	447 17	
Telephone and telegraph,	664 35	
Tobacco,	3 50	
Water,	2,044 30	
Sundries,	12 75	
	<hr/>	9,733 31
Total,		<hr/> \$150,453 49

I certify that the foregoing is a true statement of expenditures of the Massachusetts School for the Feeble-minded for the year ending Sept. 30, 1904, as shown by the analysis book.

WALTER E. FERNALD, M.D.,
Superintendent.

CLASSIFICATION AND METHODS OF TRAINING AND INSTRUCTION.

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the

stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the schoolroom more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the schoolroom.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and

women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized.

At least once a week during the school year some evening entertainment is provided for the children, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the schoolrooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horrors, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

LAWS RELATING TO THE MASSACHUSETTS SCHOOL
FOR THE FEEBLE-MINDED.

[ACTS OF 1850, CHAPTER 150.]

AN ACT TO INCORPORATE THE MASSACHUSETTS SCHOOL FOR IDIOTIC
AND FEEBLE-MINDED YOUTH.

Be it enacted, etc., as follows :

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECTION 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

[REVISED LAWS, CHAPTER 87.]

SECTION 113. There shall be six trustees, on the part of the commonwealth, of the Massachusetts school for the feeble-minded, two of whom shall be annually appointed by the governor, with the advice and consent of the council, for a term of three years.

SECTION 114. The annual appropriation for the support of said school shall be made upon condition that the board of trustees shall be composed of twelve persons, six of whom shall be appointed by the governor, with the advice and consent of the council; that the governor, lieutenant governor, secretary of the commonwealth, president of the senate, speaker of the house and the two chaplains of the general court shall constitute a board of visitors to visit and inspect the institution as often as they see fit, to examine the by-laws and regulations enacted by the corporation, and generally to see that the object of the institution is carried into effect; and that the members of the general court for the time being shall be, *ex officio*, visitors of

the institution, and have the privilege, during the sessions, of inspecting it.

SECTION 115. The Massachusetts school for the feeble-minded shall maintain a school département for the instruction and education of feeble-minded persons who are within the school age or who in the judgment of the trustees thereof are capable of being benefited by school instruction, and a custodial department for the care and custody of feeble-minded persons beyond the school age or not capable of being benefited by school instruction.

SECTION 116. Persons received by said corporation shall from time to time be classified in said departments as the trustees shall see fit, and the trustees may receive and discharge pupils at their discretion and may at any time discharge any pupil or other inmate and cause him to be removed to his home or to the place of his settlement or to the custody of the state board of insanity. They may also allow any inmate to be absent on a visit for not more than three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence, unless, during such period, such inmate becomes a charge to the commonwealth elsewhere.

SECTION 117. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this commonwealth as shall be designated by the governor upon the recommendation of the secretary of the board of education. Special pupils may be received from any other state or province at a charge of not less than three hundred dollars a year. The trustees may also at their discretion receive, maintain and educate in the school department other feeble-minded persons, gratuitously or upon such terms as they may determine.

SECTION 118. If, upon application in writing, a judge of probate finds that a person is a proper subject for the Massachusetts school for the feeble-minded, he may commit him thereto by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician, who is a graduate of a legally organized medical college and who has practised three years in this commonwealth, that such person is a proper subject for said institution. The fee of the judge for hearing and determining the application shall be three dollars, and if he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, which shall be paid upon the certificate of the judge by the county in which such application was heard.

SECTION 119. A person who intends to apply for the commitment of a feeble-minded person under the provisions of the preceding

section shall first give notice in writing to the overseers of the poor of the city or town in which such feeble-minded person resides, of such intention; but if such feeble-minded person resides in Boston, such notice shall be given to the institutions' registrar or to the chairman of the insane hospital trustees instead of the overseers of the poor. Satisfactory evidence that such notice has been given shall be produced to the judge and shall accompany the order of commitment.

SECTION 120. The charges for the support of each inmate in the custodial department of said school shall be three dollars and twenty-five cents a week, and shall be paid quarterly. Such charges for those not having known settlements in the commonwealth shall, after approval by the state board of insanity, be paid by the commonwealth, and may afterward be recovered by the treasurer and receiver general of such inmates, if of sufficient ability, or of any person or kindred bound by law to maintain them, or of the place of their settlement, if subsequently ascertained; for those having known settlements in this commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement, unless security to the satisfaction of the trustees is given for such support. If any person or place refuses or neglects to pay such charges, or such amounts as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, the treasurer may recover the same to the use of the school as provided in section seventy-nine.

SECTION 121. A city or town which pays the charges and expenses for the support or removal of a feeble-minded person admitted to said school shall have like rights and remedies to recover the amount thereof with interest and costs from the place of his settlement, or from such person if of sufficient ability, or from any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECTION 122. The trustees of said school shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the amount appropriated by the commonwealth, the amount expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and employees, and such other information as the board may require, and shall also once in three months make a report to said board of the number of inmates received and discharged, respectively, during the preceding three months, the whole number then in the institution and the number of beneficiaries supported by the commonwealth, and such other information as the board may require.

SECTION 123. The state board of insanity may from time to time

transfer from the state hospital, state farm, or any of the state insane hospitals, to the Massachusetts school for the feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that he is a proper subject for said institution.

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SECTION 127. An annual appropriation shall be made for the support of . . . the Massachusetts school for the feeble-minded. The amount of the appropriation shall be determined by estimating, at the rate of board fixed by law, the cost of the average daily number of state patients for the preceding year, increased by a number equal to the average annual increase in the number of such patients for the preceding five years.

[RESOLVES OF 1900, CHAPTER 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*]

[ACTS OF 1902, CHAPTER 434, SECTION 2.]

From said loan expenditures may be made as follows:—

.

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding one hundred and thirty thousand dollars, for the following purposes: For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the same, for additions to the present electric lighting and heating plants, and for an addition to the administration building, so-called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

[ACTS OF 1903, CHAPTER 414, SECTION 2.]

From the loan aforesaid expenditures may be made as follows:—

.

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding forty thousand dollars, for the following purposes: For a group of farm buildings at the colony at Templeton of

sufficient capacity to accommodate fifty inmates, a sum not exceeding twelve thousand dollars; for enlarging the bakery at Waltham, a sum not exceeding four thousand dollars; for a house at Waltham for the superintendent and his family, and for furnishing the same, a sum not exceeding eight thousand dollars; for a building at Waltham to be used for manual and industrial training, a sum not exceeding sixteen thousand dollars.

[RESOLVES OF 1903, CHAPTER 72.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding seventy-five hundred dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for procuring a side-track and coal-pockets on the Boston and Maine Railroad at Clematis Brook, for the permanent use of said school: *provided, however*, that the amount herein stated shall not become available until the owners of the land to be occupied shall convey to the Commonwealth, the right to construct, maintain and use tracks, coal-pockets and trestles thereon, and a right of way from the public streets thereto, all such rights to continue for the benefit of the Commonwealth for so long a time as the premises shall be used as aforesaid. [*Approved May 5, 1903.*]

[ACTS OF 1903, CHAPTER 323, SECTION 2.]

From the aforesaid loan expenditures may be made as follows:— By the trustees of the Massachusetts School for the Feeble-Minded, a sum not exceeding forty-five thousand dollars, for the following purposes:— For constructing and furnishing two houses for attendants, a sum not exceeding thirty thousand dollars, and for an addition to the electric lighting plant, a sum not exceeding fifteen thousand dollars.

[RESOLVES OF 1903, CHAPTER 82.]

Resolved, That the trustees for the Massachusetts School for the Feeble-Minded are hereby authorized to expend, out of the Massachusetts School for Feeble-Minded Fund, a sum not exceeding one thousand dollars, for the purpose of furnishing the superintendent's house, this sum to be in addition to any amount heretofore authorized for the same purpose. [*Approved May 20, 1904.*]

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two

white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof: *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

TOBACCO. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, about one-half mile from the Clematis Brook station and about one mile from the Waverley stations of the Fitchburg and Massachusetts Central railroads. Electric cars leave the subway, Boston, for Waverley every fifteen minutes. A public carriage may be found at the *Waverley* station. Friends of children may visit them on Wednesday, Thursday and Saturday afternoons. No visiting on holidays.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

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